

**DEVELOPING POP UP MEDIA FOR TEACHING ENGLISH READING TO THE 3rd
GRADE ELEMENTARY SCHOOL STUDENTS**

A THESIS

**Presented as partial fulfilment of the requirements for the attainment of a *Sarjana*
Pendidikan degree in English Education**



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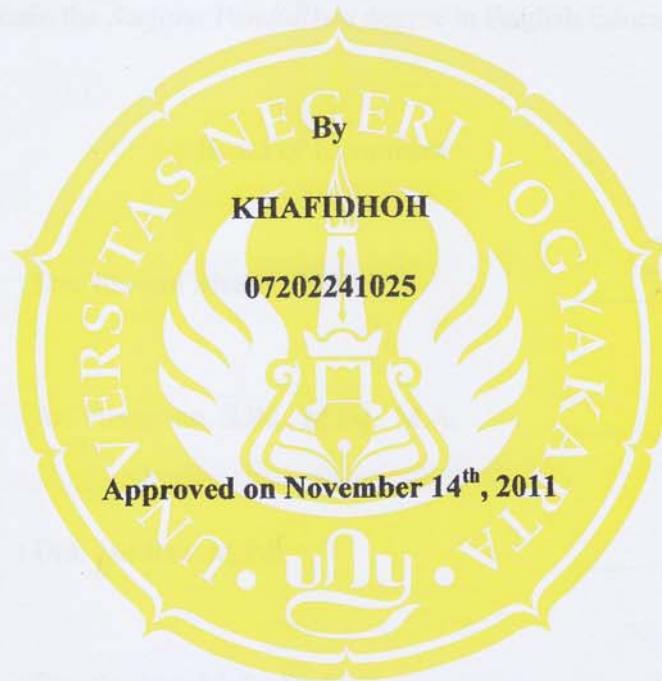
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

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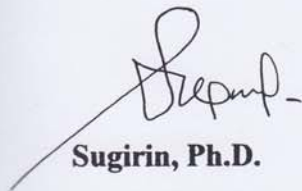
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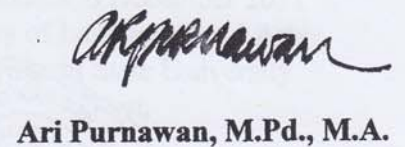


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menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang telah ditulis serta dipublikasikan oleh orang lain atau telah dipergunakan sebagai persyaratan untuk menyelesaikan studi di Perguruan Tinggi lain, kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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MOTTO

**So, which of the favors of your Lord would you
deny?**

(Holy Qur'an, Ar Rahman: 13)

DEDICATIONS

This work is dedicated to:

My Everything for everything given to me

Me, myself

My beloved family

Mr. Simple

ACKNOWLEDGEMENT

In the name of Allah SWT, the Most Gracious and the Most Merciful. All praises are due to Allah SWT who gives me strength to complete this thesis.

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Finally, I do realize that this thesis is still far from being perfect. However, I do hope that it will give contribution to the English teaching and learning process, especially in SD N Caturtunggal 3.

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DEVELOPING POP UP MEDIA FOR TEACHING ENGLISH READING TO THE 3rd GRADE ELEMENTARY SCHOOL STUDENTS

ABSTRACT

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The objective of this research is to develop Pop Up media to be used in teaching English reading to the 3rd grade elementary school students. Since the purpose of this research is to develop a product for the instruction, this research is classified into Research and Development (R & D).

There were some steps taken in this research. They were conducting a needs analysis, formulating instructional design, designing, producing, assessing, revising, implementing, and evaluating the media. The instruments used in this research were an observation sheet, an interview guide and questionnaires. The observation sheet and the interview guide were used by the researcher in the needs analysis step, while the questionnaires for the content expert, media expert, Pop Up expert, English teacher and students were distributed to assess the media. There are two types of the data resulted from this study, quantitative and qualitative data. The media were reviewed and revised based on the data obtained.

The average score based on the assessment from the content expert is 82.02%. In addition, the average score based on the assessment from the media expert is 90.66. Next, the average score based on the assessment from the Pop Up expert is 86%. In addition, the average score based on the assessment from the English teacher is 93.4%. The results mean that the instructional media is very good and feasible to use in the English reading instruction. The last, the average score based on the responses from the students is 79.78%. It implies that the media were good and feasible to use in the English reading instruction. Thus, it can be concluded that the Pop Up book is good and feasible for teaching English reading to the 3rd grade elementary school students.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language skill has four components; they are listening, speaking, reading and writing skills. Some experts agree that reading is an important, even, the most important language skill. Yun and Ping (2007:14) state that reading is the most important one of the four basic skills (listening, speaking, reading and writing). In addition, reading is also believed as an important part of the four necessary language skills for acquiring knowledge and gathering information for those learning English as a Second Language or English as a Foreign Language (ESL/EFL) for academic success and for professional development (Wei in Aegpongpaow, 2008:2). Additionally, Barrera, et al., (2006:2) also state that reading is the gateway to academic success. Moreover, reading is essentially used to get important and meaningful information from written language (Goodman in Burt, et al., 2003:3).

Because of its importance, reading should be the priority in language instruction. However, ESL/EFL educators have found that most students cannot read effectively (Aebersold and Field in Aegpongpaow, 2008:2). In line with that statement, there are some studies which show that the elementary school students' reading ability in some countries, including in Indonesia, is still low.

Evidence from the 1996 National School English Literacy Survey (Masters & Forster in National Inquiry into the Teaching of Literacy, 2005:13) indicates that the proportion of Year 3 and Year 5 students in Australian schools who did not meet minimum performance standards of reading required for effective participation in further schooling was estimated to be as high as 27 percent at Year 3, and 29 percent at Year 5. In addition, Zaenuri (2007:1) notes that a study conducted by International Educational Achievement Organization (IEA) shows that the reading ability of the Indonesian elementary school students is very low and Indonesia is in the 38th level out of 39 sample countries.

The low students' ability in reading may be caused by some problems related to the instructional system. Sugeng (1997:22) suggests that an instructional system has at least eight components. They are identification of learner needs, specification of learning objectives, construction of content material, identification of learner strategies, determination of teaching learning activities, selection of media, management of support services and construction of evaluation. In short, an instructional system involves the subjects (teacher and student), the material, the media, the support services, the instructional process and the media used. If there are some problems related to the instructional system, it can also cause some problems to the students in improving their language skills, including reading skill.

Related to the use of media to solve the problem in the teaching and learning of reading, Pop Up media can be an alternative, especially for teaching reading for younger learners. It consists of pictures which are good for teaching

younger learners as what is said by Pinter (2006:69) that visual aids, such as pictures, will attract children's attention. By using a picture, the attention of students will be more focused. It means that pictures can create their inspiration and motivation to know the content of the message of those pictures.

Pictures also have a power to clarify a problem. It means that by seeing the clear pictures, the students will understand more about the topic being taught. In addition, Hunt and Cerf in Jacobs (2010:1) revive the 19th century by introducing the concept of pop-up books which allows young readers to create three-dimensional worlds by simply pulling a tab or turning a page. Their guiding belief is that these books are more interactive and thus more engaging to young readers. They believe that Pop Up book can be a media for teaching reading for younger learners, including elementary school students. Moreover, Pop Up book as a kind of Pop Up media can be alternative media to teach reading in elementary school since it can meet the students' need of the appropriate learning media to accommodate their need and special characteristics as younger learners.

In addition, a Pop Up book also provides space for the students to enjoy fantasy, imagination and movement since it includes moving objects that can stimulate the students to explore their fantasy and imagination. It means that Pop Up books make the students can get more than just hearing the sound of their teacher in explaining something since the students can also enjoy the moving objects in the Pop Up books, the colours, the writing printed in the book, or the nature that is integrated in the book as the object during the teaching and learning process.

Thus, the researcher is interested in developing Pop Up book as a media for teaching reading, especially for the 3rd grade elementary school students, as an initial effort to help solving the problems in reading instruction. It is expected that the instructional media can be the alternative to improve the students' reading skill.

B. Identification of the Problem

Based on the explanation in the background of the study, the researcher identifies some possible problems in reading instruction related to the elements of instructional system. They are as follows.

1. Related to the instructional subjects (teacher and students), the problems are that the students usually think that reading in English is difficult and they give up soon when they find new or difficult vocabularies. In addition, the teachers' way of teaching reading is also not varied.
2. Related to the reading material taught by the teacher, the problems are that the material usually comes from a few sources and not all of the sources provide good and updated material. There are also many teachers who only use *LKS (Lembar Kerja Siswa)* for teaching reading.
3. Related to the support services, the problem is that there is no language laboratory to support the teaching of reading in some schools. In addition, still, reading as the most important language skill is not being the priority in English instruction.

4. Related to the instructional process, the problem is that the negative interference from the weaknesses of the other elements and the environment such as noisy classes, uncomfortable classes and the traffic in the road near the school which can make the students lose their concentration in learning reading.
5. The last, related to the media, the problem is that there are no media for teaching reading displayed in the classroom in some schools. Additionally, the teacher may use media for teaching reading, but the media are inappropriate with the material taught.

The identification of the problem above shows that innovations are needed to be created in teaching and learning reading to provide solutions for the problems. Those innovations should cover the whole elements of teaching and learning system, including the media. Media can be used for solving the problem in teaching and learning reading since media play such an important role to the success of teaching reading skills to acquire reading comprehension (Snow, 2002:19).

C. Limitation of the Problem

After analyzing what is discussed in the identification of the problem, it can be found that there are a lot of problems related to the reading instruction. Thus, the researcher wants to help the teachers to solve the problems. However, because of the limitation of the researcher, this research only focuses on

developing media, especially developing Pop Up media, to be used for teaching reading for the 3rd grade elementary school students.

D. Formulation of the Problem

Based on the identification and the limitation of the problem, this research is formulated as follows:

How can Pop Up media be developed for teaching English reading to the 3rd grade elementary school students?

E. Objective of the Study

In line with the formulation of the problem above, the objective of this study is developing Pop Up media to be used in teaching English reading to the 3rd grade elementary school students.

F. Significance of the Study

This research is expected to give contributions as follows:

1. For the researcher, the result of this research is expected to give her more knowledge and experience in developing effective media for teaching and learning English, especially for reading.
2. For the students, the result of this research is expected to give them new experience to help them in learning English, especially in learning reading, so that they can improve their motivation and ability in learning reading.

3. For the teachers, the result of this research is expected to provide them alternative media to teach reading. It is also expected to inspire and motivate the teachers to be more creative and innovative in developing interesting and effective media to teach English.
4. For other researchers, the result of this research is expected to be a reference for them in conducting another similar study, especially in the field of media development.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

Developing media for language instruction is an effort to bridge between the materials taught by the teacher and the students' understanding. To develop media for language instruction, some relevant theories are needed. This chapter reviews some theories relevant to this study which is mainly at developing Pop Up media for teaching reading for the 3rd grade elementary school students. In this chapter, there are some theories related to reading instruction for elementary school students, instructional media for reading, media development and theories supporting the use of Pop Up media for language instruction. In the end of this chapter, the researcher discusses the conceptual framework of this research.

A. Literature Review

1. Reading Comprehension

Generally, people say that reading is just a simple and passive process to get the information from the texts. However, some experts propose the definitions of reading against the opinion. McEvoy, Graves and Park (2003: 6) state that reading is a process in which the reader actively looks for meaning in what he or she reads. In addition, Burt, Peyton and Adams (2003: 24) states that reading is a process of gathering visual information from the text and analyze that information through different systems to get important and meaningful information.

Furthermore, the essence of reading is comprehension since some experts state that the purpose of reading is comprehension (Anderson, Hiebert, Scott and Wilkinson in Texas Reading Initiative, 2003: 4). In addition, Snow (2002: 11) states that reading comprehension is the process of simultaneously extracting and constructing meaning through the interaction and involvement with written language. It means that reading comprehension has three elements; the reader, the text and the activity.

From all of the definitions, it can be concluded that reading comprehension is not a simple and passive activity. It is an active process done by the readers to extract and construct meaning from the texts through interaction, involvement, and different systems.

Additionally, research on reading instruction finds some significant findings. One of them is related to the reading process: the bottom-up and top-down processes. The bottom-up process dominates both first and second language research and theory. According to Cambourne (1979) in Nunan (1991: 63), it was the basis of the vast majority of reading schemes. The central notion of the bottom-up approach is that reading is basically a matter of decoding a series of written symbols into their aural equivalents (Nunan, 1991: 64). In the bottom-up process, the reader processes each letter as it is encountered. The reader recognizes a multiplicity of linguistic signals and uses their linguistic data-processing mechanism to impose some sort of order on these signals. The derivation of meaning is the end process in which the language is translated from one symbolic representation to another.

Then, the research on human memory provides counterfactual evidence. It shows that the serial processing of every letter in a text in the bottom-up approach would slow reading up to the point where it would be difficult for the meaning to be retained (Kolers and Katzman in Nunan, 1991: 65). Based on some research findings, there is an alternative to the bottom-up approach, that is the top-down approach or the psycholinguistic approach to reading. The top-down process emphasizes the reconstruction of meaning rather than the decoding of a form. The central process is the interaction between the reader and the text. Readers bring to this interaction their knowledge of the subject, knowledge of and expectations about how language works motivation, interest and attitudes toward the content of the text. But, in another side, the top-down approach sometimes fails to distinguish adequately between beginning readers and fluent readers. Stanovich (1980) in Nunan (1991: 66) criticizes the top-down notion that reading proceeds through the generation of hypotheses about upcoming text elements. The top-down model, on the other hand, does not allow lower level processes to direct the higher level.

More recent research on teaching reading shows that a combination of top-down and bottom-up processing, or what is called as interactive reading, is almost always an effective approach in successful teaching. Those two approaches are adopted so that both lower level and higher level skills are accommodated.

In addition, reading comprehension is primarily a matter of developing appropriate and efficient comprehension strategies. Brown (2001: 306) states some micro skills for reading comprehension. They are as follows.

1. Identifying the purpose of reading
2. Using grapheme rules and patterns to aid in bottom-up decoding (especially for beginning level learners)
3. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)
4. Skimming the text for main ideas
5. Scanning the text for specific information
6. Using semantic mapping or clustering
7. Guessing when it is uncertain
8. Analyzing vocabulary
9. Distinguishing between literal and implied meanings
10. Capitalizing on discourse markers to process relationships

Furthermore, to achieve the success in the teaching reading, teachers should be able to design interactive reading techniques. Brown (2001: 313) states eight principles for designing interactive reading techniques. They are as follows.

1. In an interactive curriculum, it is important not to overlook the importance of specific instruction in reading skills
2. Using techniques that are intrinsically motivating
3. Balancing authenticity and readability in choosing texts
4. Encouraging the development of reading strategies
5. Including both bottom-up and top-down techniques
6. Following the SQ3R sequence
7. Subdividing the techniques into pre-reading, during-reading, and after reading phases.
8. Building some evaluative aspect to the techniques

Based on the discussion above, there are many ways on how teachers create attractive reading instruction. Teachers are expected to be able to create effective instructional design and good classroom atmosphere. The most important thing is that the teachers are expected to be able to accommodate the

students' characteristics and the appropriate techniques to teach them in the instruction.

2. Reading Instruction for Younger ESL/EFL Learners

Each expert has his or her own definition of teaching and learning. Brown (2000: 7) reveals that learning is acquiring or getting knowledge of a subject or a skill by study, experience or instruction while teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and causing to know or understand. It implies that teaching cannot be defined apart from learning since teaching is guiding and facilitating learning, enabling the learners to learn and setting the conditions for learning. Those two different processes happen in the same time and make a synergy to reach the instructional goals. Thus, it can be said that teaching reading is guiding and facilitating someone in learning reading, enabling her or him to learn reading, and setting the conditions for learning reading.

Related to the EFL class, Cameron (2001: 139) says that the learners' age is one of the factors affecting learning to read in EFL. It means that each learner in their age has special characteristics. That is why they need a special 'treatment' in their learning process. Additionally, in order to achieve the instructional goals, the teacher should pay attention to the age of the learners. It can help the teacher to design the appropriate reading instruction for the learners.

Additionally, Hutchinson and Waters (1987: 53) suggest that all courses are based on a perceived need of some sort. Based on the suggestion, teaching reading in EFL for younger learners should also be based on the English for

specific purposes theory. The instruction should facilitate the learners with the appropriate formula needed by them. In line with the statement, the teacher as the instructional facilitator should pay attention to some affecting factors in formulating the instruction, including the age of the learners.

Furthermore, Pinter (2006: 28) says that in Eric Lenneberg's Critical Period Hypothesis, the younger learners in the age of younger than 11-12 years old are in critical period. They can learn more effectively and optimally in their ages. Based on the discussion, the 3rd grade elementary school students in Indonesia belong to the younger learners since they are usually 8-9 years old. They have special characteristics as younger learners in learning and they are also in critical period so that they need to be facilitated with the appropriate instruction to reach the instructional goals well. Moreover, Pinter (2006: 72) also states that to facilitate their learning, visual aids would attract the children's attention.

Moreover, In *Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar* (PPBISD) (2008: 22), it is mentioned that the characteristics of the children in learning a foreign language are:

1. They do not care about the grammatical rules of the language
2. They can understand grammatical rules well if the rules are explained in meaningful contexts
3. They learn indirectly
4. They like to interact with the others
5. They are egocentric, relating what they do with themselves
6. They are imaginative and active
7. They are interested in visualization.

Based on the explanation above, it can be said that the age of the learners influences how and what to teach since their characteristics make them need a

certain treatment in the instruction. That is why the teacher needs to find appropriate methods, techniques, and approaches which can lead the learners to obtain the instructional goals. Related to the instructional media for teaching younger learners, visual aids, such as Pop Up books, can be the effective media to teach them.

3. Reading Instruction for Elementary School Students

Instruction is a complex process involving before, during, and after processes. Before doing the instruction, the teacher should make an instructional design based on the curriculum so that it can be used as a guideline during the instruction and it can underlie the evaluation after the instruction.

Brown (2000: 171) defines curriculum as a plan for carrying out a particular language program. It implies that curriculum is important for the instruction since it can be the guidance for the teacher in making the instructional design. The rules in it help the teacher in making some decisions to design a plan for the instruction which will be done.

Nowadays, in Indonesia, the curriculum recommended by the government is the School-Based Curriculum (SBC) or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. It is a curriculum that is developed based on each unit of education institutions, local/school potential, local/school characteristics, the socio-cultural condition of the area, and the learners' characteristics (Mulyasa, 2007: 8). It enables the teachers to be more active in formulating the instructional design based on the learners and local needs.

In the curriculum which is involved in *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 Tahun 2006*, the competency standard (CS) and basic competency (BC) are mentioned. The CS and BC are the targets aimed to be mastered by the students in the instruction. For English language instruction, the CS and BC involves the fourth language skills; listening, speaking, reading and writing.

Especially for the elementary school, it begins from the CS and BC for the 4th grade students. For the lower grades, there is no exact rule. However, the rules usually used are: for the 1st grade, the 4th grade CS and BC are used; for the 2nd grade, the 5th grade CS and BC are used and for the 3rd grade, the 6th grade CS and BC are used (adapted by decreasing the difficulty level).

Based on the discussion above, the CS and BC used for teaching reading to the 3rd grade elementary school students in Semester 1 are mentioned in the table 3.

Table 1. Competency Standard and Basic Competency for Teaching Reading to the 3rd Grade Elementary School Students, Semester 1.

<i>Standar Kompetensi</i>	<i>Kompetensi Dasar</i>
<p>Membaca</p> <p>3. Memahami teks fungsional pendek dan deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik</p>	<p>3.1 Membaca nyaring teks fungsional pendek sangat sederhana dengan ucapan dan intonasi yang tepat dan berterima</p> <p>3.2 Memahami teks deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik</p>

(Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar, 2008: 71)

Additionally, Brewster, Ellis, and Girard (2002: 6) note that the Ministry of National Education in Indonesia has the objective of English language learning for primary school students to motivate the students to learn English in interesting and fun ways. That is why in SBC, English only becomes one of the local contents for elementary school students. As a local content, in English lesson, the language taught is 'here and now' language and the topics are related to the situational context.

Moreover, related to the material taught to facilitate the students of elementary school in learning reading in EFL, PPBISD (2008: 106) recommends the teacher to use basic vocabularies. It means that the vocabularies recommended for elementary students are the simple and familiar vocabularies. It can be the words related to the family, classroom, school, clothes, animals, home, food, drink, the body, public places, transportation, sport, colors, location, position, number, adjectives, determiners, adverbs, pronouns, conjunction, verbs, etc.

Furthermore, Brewster, Ellis, and Girard (2002: 91) also state that in learning reading, children need to become aware of and develop strategies. Based on the statement, the teacher can facilitate the students to develop their strategies in learning reading through visualization, for example by making teacher's made visual aids such as a Pop Up book.

The last, similar to the teaching reading to adult learners, there are also some problems in teaching EFL reading for younger learners. Beside the general problems in reading instruction related to the instructional system, specifically,

Mourtaga (2010: 1) classifies the problems in reading instruction into four categories:

1. Problems related to the misunderstanding of the reading process
The teachers' misunderstanding of the reading process is the cause of many reading difficulties faced by their students.
2. Problems related to insufficient competence in and use of English
The students find reading materials are something new and hard to deal with. While they think that all of the meaning lies in the print, they do not have the linguistic competence to utilize that.
3. Problems related to the differences between L1 and L2
Phonological differences between L1 and L2 constitute some of the reasons that make reading difficult.
4. Problems related to the English spelling/ sound system
Pronunciation of words is related to their meaning. This means that when the students as the readers mispronounce such words, this might affect their comprehension.

Based on the explanation above, English is taught as a local content to the elementary school students. There are some problems in teaching English reading to the students. However, several ways can be used to solve the problems. One of them is using instructional media for teaching reading since instructional media, such as Pop Up book, play an important role in acquiring reading comprehension to get success in reading instruction.

4. Instructional Media

One of the important elements of the instructional system is the instructional media. Instructional media can improve the students' involvement and attract them to participate in the teaching and learning activities. According to Sugeng (2010: 154), media in teaching and learning process are tools to match the learning objective and the learning product. In other words, media are the tools as the bridges between the knowledge transferred by the teacher and the students'

comprehension. It can be anything from a simple object to a hi-tech computer unit.

As an element of instructional system, media play an important role because of their benefits. Sudjana and Rifai state in Arsyad (2006: 24) that by using media, the teacher can attract the students' attention, the material will be clearer, there will be a variation in the instruction and the students can do more activities. It can be concluded that instructional media are needed in teaching learning process because they can be the bridge to transfer the material into the students' understanding through their benefits.

Instructional media can be classified into several types. Table 2 shows the classification of instructional media suggested by Seels and Glasgow in Arsyad (2006: 33).

Table 2. Classification of the Instructional Media

Traditional Technology Media	High-end Technology Media
i. Projected Still Visuals e.g. slides, filmstrips	Telecommunication-based e.g. teleconference
ii. Non-projected Still Visuals e.g. pictures, posters	Microprocessor-based e.g. Computer-assisted instruction (CAI)
iii. Audio e.g. recorded dialogues	
iv. Multimedia Presentation e.g. slides plus oral explanation	
v. Projected Dynamic Visuals e.g. films, videos	
vi. Printed e.g. text books, magazines	
vii. Games e.g. crossword puzzles	

viii. Realia e.g. specimens, models, dolls	
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Additionally, Brewster, Ellis, and Girard (2002: 143) suggest types of visual keys to support and link thinking activities doing by the children in the following table.

Table 3. Types of Activities, Thinking Processes, and Visual Keys

Activity	Types of Thinking	Key Visuals
Matching	Identifying, labelling, naming, describing, measuring, estimating, describing cause and effect/problems and solutions	Flashcards, cards for snap, Bingo, Dominoes, maps, labelled diagrams and or diagrams with caption, tables and matrices
Sorting	Classifying, defining, generalizing, comparing, contrasting	Tree diagram, tables, tickcharts, Venn diagrams
Sequencing	Sequencing, describing process and cycles, narrating events or chronological order	Time lines, flow charts, cycle diagrams, picture or diagram sequences
Ranking	Evaluating, judging, applying criteria, selecting, comparing	Rating tables, continua, bull's eye charts

In conclusion, there are many kinds of instructional media which can be used to facilitate instruction, including facilitating reading instruction. Above all, the main purpose of the using of instructional media in language teaching is to enable the materials taught by the teacher to be absorbed optimally by the students.

Because of the various kinds of media, the teacher should select the appropriate media for teaching so that the media can really facilitate the instruction. According to Sugeng (2010: 166), media selection in lesson plan is

done by considering all other components in the plan. In selecting the media, he states that there are two important factors, instructional and situational factor. Instructional factors are related to the learning objectives, learner characteristics and teaching techniques while situational factors are related to the availability, purchase, access, technical skill and services, storage and maintenance.

Related to the instructional factor, it implies that the selected media should facilitate the teaching and learning process in order to reach the objective of the process. Additionally, the learners' preference of the media should also be accommodated in media selection to get success in teaching and learning process. The last, the media selected should also be suitable with the technique used in teaching and learning process.

Related to the situational factors, the teacher should pay attention to the appropriateness and quality of the media. Additionally, time and cost to make the media should also be counted. Moreover, the requirements for equipments, facilities, technical skills and technical services related to the use of the media should also be prepared, The last, the teacher should also pay attention to the problem of the scheduling, maintenance and storage of the media for the future use.

In conclusion, in selecting and using instructional media, the teachers should pay attention to the several factors above so that they can provide the effective instructional media for the instructional goals can be reached well. Especially in teaching children, including elementary school students, the teachers

should facilitate the students with instructional media which can meet their needs and special characters as younger learner as what is explained previously.

In PPBISD (2008: 50), it is mentioned that because of the characteristics of the children in learning EFL, they need concrete things in learning. Based on the theory, visual aids can be used as instructional media for them. In line with the statement, Pop Up book can be an alternative for teaching reading to the children, including to the 3rd grade elementary school students.

Based on the theories mentioned above, media play an important role in the instruction. There are a lot of kinds of the instructional media and the teacher should choose the appropriate media to facilitate their students' learning process. For the younger learners with their special characteristics, Pop Up books can be an alternative for teaching reading to them.

5. Pop Up Media

Kartika (2004: 35) states that applied art is a kind of art which has a goal to fit material or physical need, such as to get profit. The making of applied art products depends on the aesthetical factors and the market demand. A Pop Up book as an instructional medium is one of the products of applied art.

Hoover (2010: 1) states that a Pop Up is another name of Kirigami, a Japanese art. Kirigami comes from Japanese words 'kiru' which means 'to cut' and 'kami' which means 'paper'. It means that Pop Up is the art of cutting paper.

Snowflakes, pentagrams, and flowers are the examples of Pop Up products in which cuts are made to enhance the symmetry of the design. Hoover (2010: 1) mentions some other products of modern Pop Up. They are:

1. Crafters cut Pop Up designs to decorate handmade greeting cards
2. Pop Up designs as embellishments for scrapbook pages, including Pop Up books
3. Incorporating Pop Up into framed artwork and other home décor projects
4. Cut paper designs which can be used to decorate packages or to make handmade gift wrap

Uniquely, Pop Up can be combined with the other arts. It makes Pop Up products can be made in various forms, such as a Pop Up book, and used for several purposes, including for teaching as an instructional media. Usually, it is combined with Collage to create more attractive products.

Pertiwi (2010: 1) states that the word 'Collage' comes from a French word 'Coller'. It means 'to glue'. In other words, collage is a kind of art which uses gluing as the basic technique. In making a collage, several materials like sands, seeds, stones, leaves, etc can be glued to several kinds of surface, such as paper, wood, plastics, etc.

Nowadays, the most popular collage product is collage comic, a comic which uses collage technique in its making process. Pertiwi (2010: 1) states that comic facilitates verbal and visual message expressions transferred from the communicator to the communicant to be read by the readers. The combination of Pop Up and Collage comic concepts is a good reason why Pop Up books, Pop Up

products which adapt the concept of a comic, can be good instructional media for teaching reading.

Nancy (2002: 1) says that a Pop Up book is a book with paper elements within the pages that may be manipulated by the reader. It is also known as a moveable book. It includes text, illustrations, and folded, glued, or pull-tab elements that move within the pages. Because of the contents or elements of a Pop Up book, it is primarily used for children.

The moveable paper elements of the Pop Up book require the expertise in designing these elements. The creators should seek new and fun elements to design a Pop Up book. Then, they should be careful on how the moveable elements are die cut and then assembled. Because of the extraordinary amount of hand assembly that goes into the construction of each book, Pop Up books becomes something collectible. Besides, the books can also be used for other purposes, including for teaching, as the instructional media.

Actually, the Pop Up book is not a new product. Nancy (2002: 1) states that an American firm named McLoughlin Brothers of New York city produced the first Pop Up book in the United States in 1880. Then, as Europeans found cheaper papers and booksellers, Pop Up books were developed in the early twentieth century. Additionally, by the 1960s, Waldo Hunt, an American, began to produce Pop Up books for popular consumption. He popularized Pop Up books in the mid-twentieth century. Nowadays, there are a lot of Pop Up books and they

are potential to be created and developed for several purposes, including for teaching, as the instructional media.

Similar to the making of other paper crafts, there are some tools and materials needed in making a Pop Up book. Actually, to make a Pop Up book, it needs various tools and materials depend on the creators' creativity. However, based on the definition of the Pop Up book above, generally, the tools and materials needed to make a Pop Up book are heavy paper for the pages and the movable elements of the book, hard cover in front and back, scissors or another cutting tool to cut the paper, glue for securing the cover, and glue for the attachment of the pop up elements. Additionally, various coloring tools may also be used. Moreover, to make the pages sturdier and dirt-resistant, they are coated with various materials, such as oil-based varnishes that render a shiny surface on the page and a plastic film that is put over the pages as a laminate.

Next, related to the process of making a Pop Up book, there are also various steps and techniques. Nancy (2002: 2) mentions some steps usually used to make a Pop Up book. They are as follows.

1. The creator makes the movable elements.
In this step, the creator should understand design how paper may be folded in order to make certain effects.
2. The creator makes a white dummy.
In this step, the moveable parts of the Pop Up book are put together in an all-white paper model referred to as a white dummy to examine and revise the Pop Up book.
3. The creator creates the flat art in full color to make the illustration.
In this step, the creator can draw the background pictures in every page to complete the movable elements in the Pop Up book.
4. The creator creates the text explaining the movable elements and the illustration.

In this step, the creator makes texts explaining to the movable elements and the illustration.

5. The creator creates a flat lay out.
This flat lay-out determines the relative positions of the text, the illustrations and the pop up or movable elements.
6. The last, the creator makes the covers of the Pop Up book.
The creator should make the covers of the Pop Up book and glue them well so that they can facilitate the movable elements of the Pop Up book to work well.

Based on the explanation above, it can be concluded that by doing some steps, Pop Up art can be combined with Collage art to create more attractive products such as Pop Up books to be used as instructional media. Since there are a lot of ways in making Pop Up books, the result is based on the creator's creativity in developing the product without leaving the basic principles in making Pop Up products.

6. Pop Up Books as Instructional Media

A Pop Up book is a kind of Pop Up product in the form of a book which contains Pop Up objects and written words or texts. In the making of a Pop Up Book, Pop Up and Collage concepts are combined to create an attractive Pop Up book. As an instructional media, based on classification of technology media for learning suggested by Seels and Glasgow (1990) in Arsyad (2006: 33), Pop Up books belong to the Non-projected Still Visual media.

Some research studies support Pop Up books, which contain words and pictures, as instructional media for teaching reading. Researchers posit that explanations presented in words and pictures are made for increasing the learners' comprehension (Mayer in Marshall, 2002:7). Additionally, Dale's "Cone of

Experience” in Marshall (2002: 7) provides evidence of these phenomena. Dale’s research suggests that increasing the modalities by which content is presented can increase retention rates. Moreover, Wiman and Mierhenry in Marshall (2002: 7) extends Dale’s concept to conclude that people will generally remember:

1. 10 percent of what they read
2. 20 percent of what they hear
3. 30 percent of what they see
4. 50 percent of what they hear and see.

In addition, Paivio in Marshall (2002: 8) states that engaging the learners through text and visuals has proved an effective means to enhance retention. In addition, Harmer (2001: 202) suggests that picture of all kinds can be used in a multiplicity of ways such as drilling grammar items, understanding texts and predicting the content of the texts. Moreover, Brewster, Ellis and Girard (2002: 86) states that visual support is very important to help convey meaning and to help the students memorize new vocabulary. It means that visual media, such as a Pop Up book is helpful for teaching reading.

Based on the explanation above, it can be concluded that Pop Up books are applicable to be used as media in reading instruction. The pictures and words or texts in the Pop Up books facilitate the students’ learning process.

7. Media Development

There are some principles in developing instructional media. Sudjana (2004: 105) proposes six steps of the using of instructional media. They are as follows.

1. Deciding the goal of the instruction,
2. Teacher's preparation,
3. Class preparation,
4. The using of the media,
5. Teaching-learning process, and
6. Evaluation.

Specifically, In developing visual media, including a Pop Up book, Brewster, Ellis and Girard (2002: 141) state that when teachers plan to use a key visual to link language learning with content learning, they need to consider the main learning and language learning focus of the lesson, analyze the thinking and language demands of the main learning expected, link this to an appropriate visual and activities, organize work in pairs or groups as appropriate, use the planned activities supported by key visuals to draw on students' existing knowledge, model new language and allow for rehearsal, consolidation and application of their new knowledge. The guidelines are represented by Brewster, Ellis and Girard (2002: 142) in the following figure.

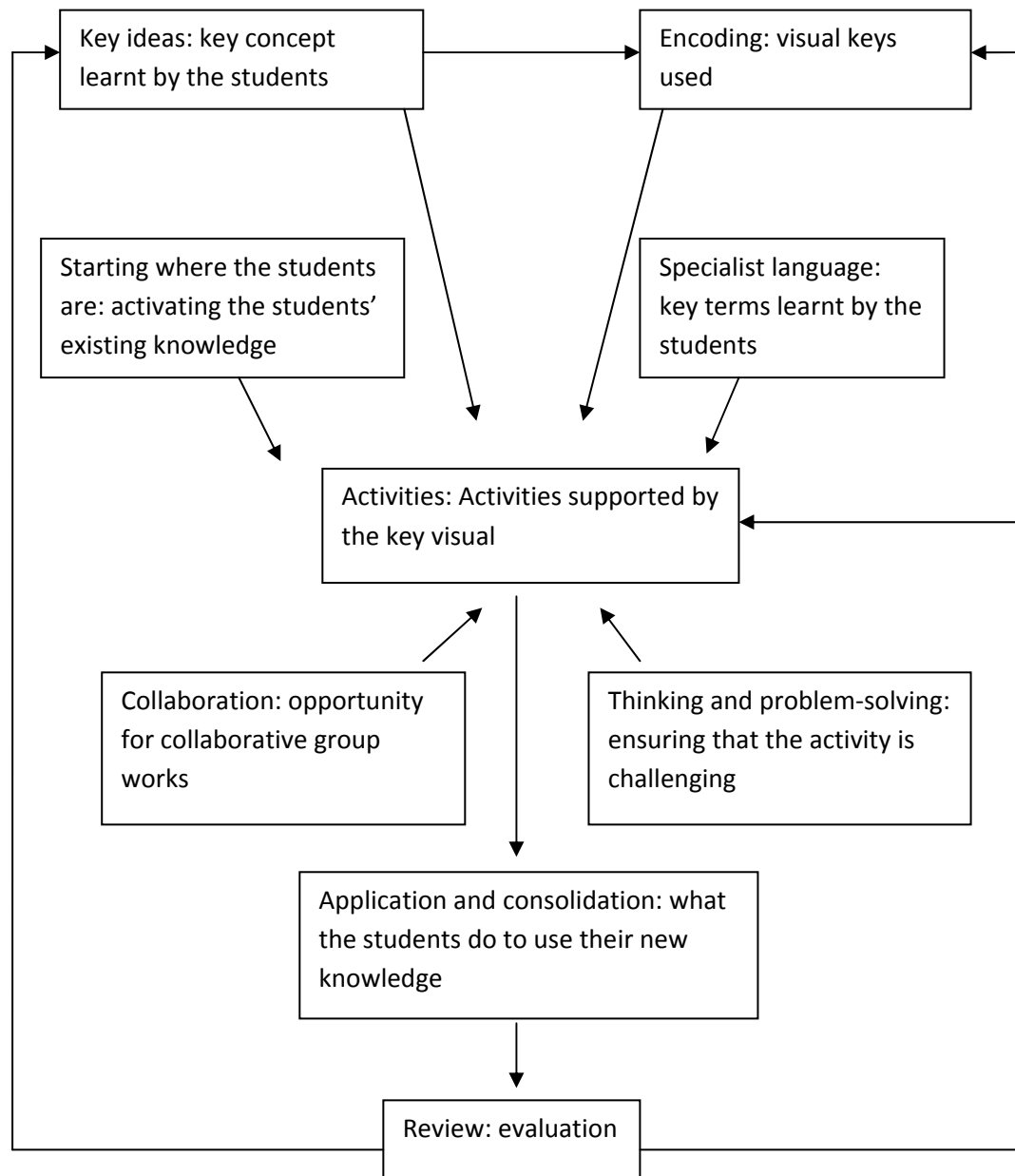


Figure 1. The Guidelines in Developing and Using Visual Keys

From the figure above, it can be concluded that developing visual media can be the way to bridge the concept learnt by the student and the instructional process. By developing the visual media, the teachers facilitate the students to understand the materials taught in the instructional process. Supported by the

other factors and the procedures in developing the visual media, it is expected that the use of the visual media can help the students to understand the materials and finally reach the aim of the instruction.

Additionally, Arsyad (2002: 104) states that the success of the using of visual media is affected by the quality and effectiveness of visual elements. It means that the success of the using of visual media can be reach by developing it well through good planning, managing and organizing for qualified and effective media. Moreover, Arsyad (2002: 105) suggests some design principles and visual elements which should be accommodated well in developing visual media to create good visual media. They are:

1. Design principles
 - a. Simplicity
 - b. Unity
 - c. Stressing
 - d. Balance
2. Visual elements
 - a. Form
 - b. Line
 - c. Texture
 - d. Colour

In conclusion, there are some steps and principles which should be accommodated in creating visual media, including Pop Up books. It is important for the creator to pay attention to the principles to produce the effective visual instructional media. The principles can be the guidance to produce the instructional media. By the principles, the product can work well so that it can also facilitate the instructional process well.

8. The Evaluation of the Instructional Media

Evaluation is an important part of the instructional process. Ideally, the evaluation of the instructional media is involved in the whole instructional evaluation since the media are integrated in the instructional process. There are some criteria on how to evaluate the instructional media. Here, the researcher explains some criteria suggested by experts on how to evaluate the instructional media.

Merril, et al. (1996: 109) mention two sets of criteria for evaluating the instructional media; they are instructional criteria and presentational criteria. Instructional criteria are related to the pedagogical aspects, teaching techniques and instructional strategies that should be facilitated by the instructional media while presentational criteria are related to the lay out, navigation, ease of use and interaction.

Based on the discussion above, there are four steps to evaluate the instructional media based on the instructional criteria. They are as follows.

1. Identifying the objectives of the media.
2. Determining if the objectives of the media matches the objectives in the curriculum.
3. Determining whether the type of the media is appropriate with the expected outcome.
4. Determining if the media incorporates the instructional strategies.

Related to the use of Pop Up books as instructional media, the lay out refers to the quality and quantity of the texts and graphics displayed on the Pop Up book. Next, navigation refers to the turn of the pages, the clarity of the pages

and the display of the pages. Then, Ease of use is related to how the students access the materials easily from the Pop Up book. In addition, interaction means that the students should not be passive in learning. They can get involved in the instructional process because of the instructional media.

The second criteria are from Geisert and Futrell (1995: 143) who state that the effective media will:

1. Get the student's attention and provide motivation
2. Present the lesson objectives
3. Remind the student of the relevant background information that must be remembered in order to be successful in forthcoming lesson
4. Present instruction in the form of narrative, explanations, simulations, graphics, and so forth
5. Provide examples of expected students performances
6. Present practice items on the lesson objective
7. Provide feedback on the student's performance on the practice items
8. Assess the students using a test that measure whether or not student has reached the objective
9. Implement transfer and retention strategies, point out how the information learned will be used in the future programs.

In addition, Geisert and Futrell (1995: 194) mention two major aspects of the instructional media that can be evaluated, they are the design (how it looks) and the effectiveness (how well it works) of the instructional media.

1. Evaluation of the design refers to the following questions:
 - a) Does the instruction state its goal and objectives?
 - b) Are the media clear and well-organized?
 - c) Does the instruction include some measure of the students' performances?
 - d) Does the instruction provide examples and practices?
 - e) Does the instruction keep records of students' performances?
 - f) Is the reading level correct for the students?
2. Evaluation of the effectiveness refers to the following questions:
 - a) Are the goals clarified prior the evaluation?
 - b) Are the objectives written prior the evaluation?

- c) Are the measures written prior the evaluation?
- d) Is the target audience carefully designated?
- e) How many students should be use in the try-out?
- f) Are the standards for the successful accomplishment established before the try-out is conducted?
- g) Should student attitudes toward the program be evaluated by using a survey?

Furthermore, Heinich, et al. (1996: 245) mention six criteria to evaluate the instructional media. They are as follows.

1. Accuracy (related to the content of the media in terms of its accuracy, the current information, and the sequence of the information)
2. Feedback (students have frequent informative feedback after doing a series of a drill-and-practice program)
3. Learner control (enabling the students to control the pacing and direction of the media, to control how quickly the progress through the materials, and to select topics within areas of study)
4. Prerequisite (the materials need to be presented at a level of the student)
5. Ease of use (the media should be easy to use)
6. Special features

Moreover, the last criteria are from Egbert and Smith (1999: 161). They state that there are two considerations to evaluate instructional media; feasibility and quality. Feasibility is related to the possibility to use the instructional media while quality is related to the content and form of the media.

The teachers and media developers should pay attention to the criteria mentioned in the explanation above. The criteria can be the guidance to evaluate and assess the instructional process and its elements, including the instructional media. By the evaluation, the strengths and the weaknesses can be found and repaired so that the next instruction can be better.

9. Relevant Research Studies

There are some research studies relevant with the idea of developing Pop Up book as a medium for teaching reading for the 3rd grade elementary school students. Here are some of the studies.

Miftah (2006) conducted research entitled “*Pengembangan Media Gambar Berbasis Komputer dalam Pembelajaran Kosakata Bahasa Arab untuk Siswa MAN Kelas X*”. The result shows that based on the data analysis, picture media are effective for teaching Arabic vocabularies for the students. It shows us that picture as a kind of visual media, like a Pop Up book, is effective for teaching Arabic as a foreign language, especially for teaching vocabularies, an element taught in reading instruction.

Joklova (2009) from Masaryk University, Brno, conducted research on Using Pictures in Teaching Vocabulary. The result shows that based on the data analysis, pictures are effective media for teaching vocabulary. Similar to the first research, this research also shows us that picture as a kind of visual media, the same as a Pop Up book, can be an effective medium for teaching vocabulary, one of the materials taught in reading instruction.

Leny (2006) conducted a research study of “Teaching Vocabulary through Pictures to the Kindergarten Students”. The research findings show that pictures help the students to understand and memorize the difficult words and the use of pictures could attract the students curiosity in learning new vocabulary. It implies that picture as a kind of visual media, the same as a Pop Up book, can be an effective medium for teaching vocabulary for children since it help the children

to understand and memorize new and difficult words. It can also be an interesting media in reading instruction for children.

In conclusion, relevant research studies above show that visual media can be an effective media for teaching reading. Thus, the studies support the idea to develop a Pop Up book as a medium for teaching reading to the 3rd grade elementary school students.

B. Conceptual Framework

As mentioned in the literature review, English is taught as a local content in the elementary schools. Because elementary school students are younger learners who have special characteristics, in order to achieve the goal of the instruction, the instructional process should be designed to meet the students' needs and also accommodate their learning style. Teachers are expected to be creative in developing the materials and also the media to support the instruction.

On the other hand, the reading skill is a receptive skill which is regarded as the most important language skill by some experts. Through reading, the students can increase their vocabulary and comprehension of the texts. It can even help them learn how to write a good text. However, in fact, there are still many problems related to the reading instruction. Based on the research studies mentioned in earlier sections, the students' reading skill, especially the elementary school students' reading skill, is still low. Additionally, in the practical level, learning reading is sometimes considered to be a boring activity because of the

monotonous activities. Thus, the students need to be facilitated with the interesting instruction through the interesting materials and media.

As what is explained in the background of the study and identification of the problem, nowadays, the needs of developing media in language instruction become an important thing. The instructional media can be used as one way for solving the problems in reading instruction.

In this case, many researchers state that explanations presented in words and pictures can increase the students' comprehension. It means that words, pictures and the variations, as what is included in Pop Up books as the examples of visual media, can help the teacher for teaching reading to the students.

Additionally, Pop Up books facilitate the students' imagination since it includes moving object that can stimulate the students to explore their imagination. That kind of media can help the teacher in teaching reading for younger learners, including the students of 3rd grade of elementary schools, to meet the learners' special characteristics and needs as younger learners.

However, developing Pop Up books as the instructional media should consider some elements as mentioned in the literature review. Some steps should be followed in order to result the effective Pop Up books for teaching. The Pop Up book design should adopt the learning theories so that it can meet the students' needs and learning styles. Moreover, the instructional media should also be tested and evaluated. There are also some steps that should be followed to evaluate the instructional media.

Based on the explanation above, the use of Pop Up books as the instructional media for the elementary school students is important to facilitate their English language learning. Additionally, the instructional media can also be an alternative to solve the problem in reading instruction. Thus, this research aims at developing Pop Up book as a media for teaching reading to the 3rd grade elementary school students.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method used in this research. It involves the type of the study, the setting, subjects of the research, the research procedures, the research instruments, the data collection technique, and the data analysis technique.

A. Type of the Study

As the goal of this study is to develop Pop Up media for teaching reading to the 3rd grade elementary school students, this study is classified into educational Research and Development (R&D). R&D is highly recommended to be conducted in educational setting to facilitate the educational development. Thus, the researcher produces educational products as the researcher's contribution for the educational development. The products of this research are English instructional media in the form of Pop Up books for teaching reading to the 3rd grade elementary school students.

B. Setting

The research was conducted from 25 June 2011 to 23 September 2011 in the 3rd grade of SD N Caturtunggal 3. The school is located in Jl. Kaliurang km 4.5, Kocoran, Caturtunggal, Depok, Sleman, Yogyakarta.

C. Research Subjects

The subjects of this research were the content expert, the media expert, the Pop Up expert, the English teacher, and the students of the 3rd grade of SD N Caturtunggal 3 in the Academic Year of 2011/2012. There were 31 students participating in this research. The content expert was Lusi Nurhayati, M. Appl Ling., a lecturer in English Education Department, the media expert was Desi Indriasari, S. Pd., a media expert in Traju Mas (an educational foundation for children), and the Pop Up expert is Aran Handoko, M. Sn., a lecturer in Fine Arts Education Department.

D. Research Procedure

The research procedures used in this research were adapted from the R&D model proposed by Walter Dick and Lou Carey in Gall, Gall and Borg (2003:570) which involves the following steps:

1. Assessing needs to identify goal
2. Conducting instructional analysis
3. Analyzing learners and contexts
4. Writing performance objectives
5. Developing assessment instruments
6. Developing instructional technology
7. Developing and selecting instructional materials
8. Designing and conducting formative evaluation of instruction
9. Revising instruction
10. Designing and conducting summative evaluation

Thus, there were some steps conducted to create a Pop Up book as the instructional medium in this research. They are as follows.

1. Conducting Needs Analysis

In this step, the researcher made efforts to get information about the students and the teacher's needs in the reading instruction, especially the information related to the using of the instructional media, through conducting an interview with the teacher and doing class observation. This step was necessary for the researcher as the guidance in designing the appropriate instructional media for teaching reading to the students since the analysis of the data obtained was done in order to match the media developed with the needs of the students and the teacher. By using the media, the students were expected to understand the reading materials easily. The English teacher was also expected to be able to present the materials better and create a better atmosphere in the classroom when using the media.

2. Formulating Instructional Design

In this step, the researcher formulated the instructional design based on the needs analysis data obtained in the previous step. The instructional design involved the Competency Standard, the Basic Competency, the specification of learning objective, the indicators, the construction of the content materials, the identification of learning strategies, the determination of the teaching and learning activities, the selection of the media, and the construction of the evaluation. Then, the researcher also made the syllabus based on the instructional design. In addition, the researcher also made the lesson plan based on the instructional design and the syllabus. Moreover, the researcher also collected the materials from some sources, such as from the textbooks and the

internet. The collected materials were then selected and arranged in order to create effective learning materials.

3. Designing Media

In this step, the researcher made the design of the Pop Up book as the reading instructional medium based on the data obtained from the need analysis step and the instructional design formulated in the previous step. There were two main parts of this step which could not be separated. They were designing the media and designing the work ways of the media.

Firstly, this step included the ways on how to transfer the general idea of the media into the detail one, such as how to select the colours, how to select and arrange the pictures, how to split the text, and so on. Secondly, this step was also intended to design the work ways of the media so that the researcher also made a storyboard of the media. It included how the media worked in every part. The storyboard explained the details of the pictures, the texts and the materials presented. It also included how the elements of the media, such as pictures and texts worked during the work of the media and how to manipulate the movable elements so that the media functioned well.

4. Producing the Media

The media design in the previous step was used as the guidance in producing the real media in this step. The researcher used some materials to create the Pop Up book, such as several kinds of paper, paint, glue, cutters, scissors, a ruler, etc. In addition, the pictures in the Pop Up book were created manually

while the words used in the Pop Up book were mostly created using Corel Draw X4.

5. Assessing the Media

The Pop Up book created by the researcher were assessed by Mrs. Naidah as the English teacher and the three experts; Mrs. Lusi Nurhayati as the content expert, Mrs. Desi Indriasari as the media expert and Mr. Aran Handoko as the Pop Up expert. Their assessment was necessary for the researcher to revise the Pop Up book so that it met the requirements of the effective instructional media before it was used as the reading instructional media in the classroom.

6. Revising the Media

In this step, the researcher revised the media based on the analysis of the data gained in the previous step. The revision was done until the media reached the expected qualification. It was done related to the content of the media and also the performance of the media.

7. Implementing the Media

After the media were reviewed by the English teacher and the experts, the researcher conducted the try out of the media. This step was also implemented in order to get the evaluation of the media, especially from the students as the audiences.

8. Evaluating the Media

In this step, the evaluation of the media was based on the data from the questionnaires distributed to the students. After trying the Pop Up book out, the

researcher asked the students about the using of the media using the questionnaires.

E. Research Instruments

The instruments used in this research were an observation sheet, an interview guide, and questionnaires.

1. Observation Sheet

The observation sheet was the first instrument to collect the data in this research. The instrument was used to observe the instructional process in the classroom in the need analysis stage of this research.

2. Interview Guide

The interview guide was the second instrument to collect the data in this research. The instrument was used to investigate what the students need in reading instruction, especially related to the using of the instructional media. The data was necessary for the researcher in designing the appropriate instructional media for the students.

3. Questionnaires

The questionnaires were distributed to the content expert, media expert, Pop Up expert, English teacher and the students. The following are the descriptions of the items of the questionnaires.

a. Questionnaire for the Content Expert

Questionnaire for the content experts covered the aspects of the materials and instructional. Here is the arrangement of the questionnaire for the content expert.

Table 4. The Organization of the Questionnaire for the Content Expert

No.	Aspect	Indicator	Item Number
1.	Materials	Material coverage	1
		The clarity of the materials	2
		The effectiveness of the language use in explaining the materials	3
		Quality of pictures in explaining the concepts	4
		Quality of the instructions	5
		Quality of the examples	6
		Quality of the evaluation items	7
		The balance between the materials and the evaluation items	8
2.	Instruction	The relevance of the instruction to the Competency Standard	1
		The relevance of the instruction to the Basic Competency	2
		The relevance of the indicators stated in the instructional design and Competency Standard	3
		The relevance of the instruction to the target audience	4
		The completeness of the materials	5
		Quality of materials presentation	6

		The sequence of the materials	7
		Quality of the instructions	8
		The relevance of the evaluation items to the materials, competency standard, basic competency and indicators	9, 10, 11, 12
		Media attraction	13

b. Questionnaire for the Media Expert

The questionnaire for the media expert covered the aspects of the appearance and the development of the media. Here is the arrangement of the questionnaire for the media expert.

Table 5. The Organization of the Questionnaire for the Media Expert

No.	Aspect	Indicator	Item Number
1.	Appearance	Quality of the illustration colours	1
		Quality of the text colours	2
		Quality of the font type choices	3
		Appropriateness of the picture choices	4
		Quality of the pictures	5
2.	Development	Ease of interaction to the media	1
		The movable elements work well	2
		The appropriateness of the picture choices	3
		The appropriateness of the arrangement of the pictures	4

		Splitting of the materials	5
		The text efficiency and effectiveness	6

c. Questionnaire for the Pop Up Expert

The questionnaire for the Pop Up expert also covered the aspects of the appearance and the development of the media. Here is the arrangement of the questionnaire for the Pop Up expert.

Table 6. The Organization of the Questionnaire for the Pop Up Expert

No.	Aspect	Indicator	Item Number
1.	Appearance	Quality of the illustration colours	1
		Quality of the text colours	2
		Quality of the font type choices	3
		The appropriateness of the picture choices	4
		Quality of the pictures	5
2.	Development	The movable elements work well	1
		The appropriateness of the picture choices	2
		The appropriateness of the arrangement of the pictures	3
		Splitting of the materials	4
		The text efficiency and effectiveness	5

d. Questionnaire for the English teacher

The questionnaire for the English teacher covered the aspects of the materials and the instruction. Here is the arrangement of the questionnaire for the English teacher.

Table 7. The Organization of the Questionnaire for the English Teacher

No.	Aspect	Indicator	Item Number
1.	Materials	Materials coverage	1
		The clarity of the materials	2
		The effectiveness of the language use in explaining the materials	3
		Quality of the pictures in explaining the concepts	4
		Quality of the instructions	5
		Quality of the examples	6
		The quality of the evaluation items	7
		The balance between the materials and the evaluation items	8
2.	Instruction	The relevance of the instruction to the Competency Standard	1
		The relevance of the instruction to the Basic Competency	2
		The relevance of the indicators stated in the instructional design and Competency Standard	3
		The relevance of the instruction to the target audience	4
		The completeness of the materials	5
		Quality of material presentation	6

		The sequence of the materials	7
		Quality of the instructions	8
		The relevance of evaluation items to the materials, competency standard, basic competency and indicators	9, 10, 11, 12
		Media attraction	13
		The ease of the using of the media	14

e. Questionnaire for the Students

The questionnaire for the students covered three aspects. They were the materials, the instruction and the media. Here is the arrangement of the questionnaire.

Table 8. The Organization of the Questionnaire for the Students

No.	Aspect	Indicator	Item Number
1.	Materials	The clarity of the materials	1
		Ease of the materials to learn	2
		The quality of the language use	3
		The quality of the texts	4
		The quality of the evaluation items	5
2.	Instruction	The clarity of the materials	1
		The sequence of the materials	2
		Quality of the material presentation	3
		Quality of the examples in explaining the materials	4

		Quality of the instructions	5
		Contribution of the media in helping students understand the materials	6
		Contribution of the media in motivating the students to learn	7
3.	Media	Quality of the pictures	1
		Quality of the texts	2
		Quality of the colour choices	3
		The attraction of the media	4

F. Data Collection Technique

The data of this research were collected in three different times. Firstly, in the beginning of this research, the researcher conducted an interview with the teacher and class observation to get some information related to the students' needs in reading instruction, especially related to the using of the instructional media. Next, after producing the media, the researcher asked for the assessment of the media from the English teacher, the content expert, the media expert and the Pop Up expert by distributing questionnaires for them. The last, after the media try-out, the researcher also distributed questionnaires to the students to get the students' opinion about the using of the media.

G. Data Analysis Technique

The data and information obtained were used to develop the media and to identify the feasibility of the media to be used as the instructional media. The

collected data needed to be analyzed to get the results and the conclusions. Both quantitative and qualitative data were collected in this research. The qualitative data were obtained from the interview with the teacher, the observation, the comments and suggestions from the content expert, the media expert, the Pop Up expert and the English teacher while the quantitative data were obtained from the questionnaires distributed to the content expert, media expert, Pop Up expert, English teacher and the students.

The qualitative data in this research were analyzed descriptively. The researcher described or explained the collected data. However, to determine the feasibility of the media through the quantitative data, the researcher used *Likert Scale*.

In analyzing the quantitative data, firstly, the researcher used the *Likert Scale* to quantify the respondents' opinion through questionnaires. Tuckman (1988: 192) states that *Likert Scale* is used to register the extent of agreement or disagreement with a particular statement of an attitude, belief or judgment. Because of the positive direction used, scoring of the data was formulated by the following key:

- 1= SD, if the respondents strongly disagree with the statement
- 2= D, if the respondents disagree with the statement
- 3=U, if the respondents neither agree nor disagree with the statement or doubt about the statement
- 4= A, if the respondents agree with the statement
- 5= SA, if the respondents strongly agree with the statement

After using *Likert Scale* to quantify the data from the questionnaires, the data were then analyzed by calculating the percentage by using the formula below.

$$P = \frac{f}{N} \times 100\%$$

Note:

P = Percentage of the item

f = Collected scores/ observed frequency

N= Number of Cases/ expected frequency

After calculating the percentages, the researcher transformed those percentages into criteria of feasibility. This is very important to know whether the media should be revised or not. The criteria are as follows:

Table 9. Percentage of Feasibility Criteria (Purwanto, 2000: 103)

Scores (%)	Category
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Fair
21% - 40%	Poor
$\leq 20\%$	Very poor

The Pop Up book was called feasible to apply if it scored more than 60%. It is unfeasible if the score was less than 60%. It means that the Pop Up book should be revised if they scored less than 60%.

CHAPTER IV RESEARCH FINDINGS

Developing instructional media such as developing a Pop Up book for teaching reading is very important to enhance the instructional process. In this chapter, the process of the research and findings are presented in detail. The data of the research will be presented and analyzed based on the review of the content experts, the media expert, the Pop Up expert, the English teacher and the students. Four main points presented in this chapter are media development, data collection and analysis, product revision, and discussion.

A. Media Development

The steps of developing this Pop Up book as an instructional medium follow some procedures adapted from the experts' model of R&D. Those procedures were planned and implemented during this process. There are four main steps in developing this Pop Up book.

1. Needs Analysis

Before designing the Pop Up book, the researcher conducted a needs analysis aiming to understanding about what kind of the media needed by the students and the contribution of the media toward the instructional process. The researcher conducted need analysis through an interview with the English teacher and class observation.

From the interview, the researcher got some information related to the English reading instruction for the 3rd grade students in SD N Caturtunggal 3, especially related to the using of media in the classroom. In the interview, the

English teacher explained that the students had some difficulties in reading instruction. Reading texts were new for them because in the lower level the teacher just taught them vocabularies. That was why they needed to be motivated through the interesting instructional activities and media which were appropriate to them as younger learners. Based on the training programs attended by the teacher, visual media were effective to teach the students. However, the teacher still needed more media to teach the students. It was one of the main problems for the teacher to teach them.

Moreover, the class observation showed that the teacher taught the students based on the SBC which was explained in detail in the Syllabus and the lesson plan made by the teacher. Additionally, the instructional process was also good. The teacher opened the instruction with greeting and reviewing the previous material. Then, the teacher presented the material in a good order by 'speech' method. The teacher mainly used Indonesian to explain the material. She used the time effectively and kept moving to attract the students. The teacher often motivated the students and answered the students' questions directly. She could handle the class well. She used the media, but the media in the classroom were very limited. To evaluate the students she used written tests. The students were enthusiastic in learning.

From the data above, it can be concluded that the teacher and the students had good attitudes toward English reading instruction. However, they still needed more appropriate media, especially visual media, to facilitate the instructional process. Thus, the researcher decided to develop a kind of Pop Up media in the

form of a Pop Up book which belonged to the visual media to facilitate the instructional process.

2. Design

After obtaining the data from the need analysis and deciding the media that would be developed, the next process was instructional designing. This process aimed at creating an integrated teaching and learning system which can be used in the classroom. The process of instructional designing involved two steps. They are as follows.

a. Instructional Designing

In this step, the researcher formulated an instructional design. This process aims at creating an integrated system which can be used in the classroom. It was the general instructional design which was explained in detail through the syllabus, lesson plan and the material design. The instructional design involved the competency standard, basic competency, learning objective, indicators, construction of the content material, identification of the learning strategies used, determination of the instructional activities, selection of the media and construction of the evaluation.

b. Media Designing

After formulating the instructional design, the researcher designed the instructional media. In this step, the researcher transferring the material to the Pop Up book design. Here is the explanation of the design in detail:

1) *Cover*

The *Cover* of the Pop Up book shows the theme of the materials. Here is the design of the *Cover*:

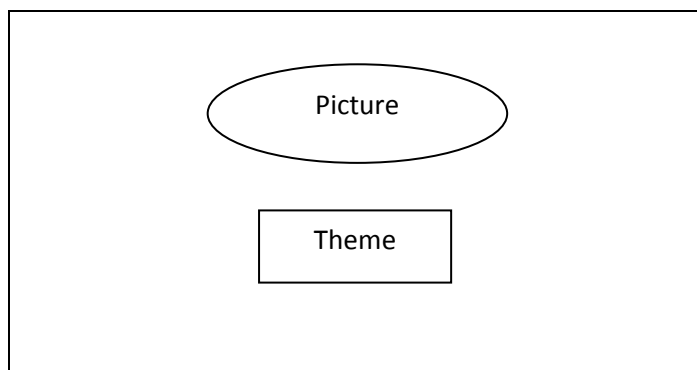


Figure 2. Design of the *Cover*

2) *Introduction Page*

The *Introduction* page contains a main picture showing the theme of the material and the guideline to use the Pop Up book. Here is the design of the *Introduction* page:

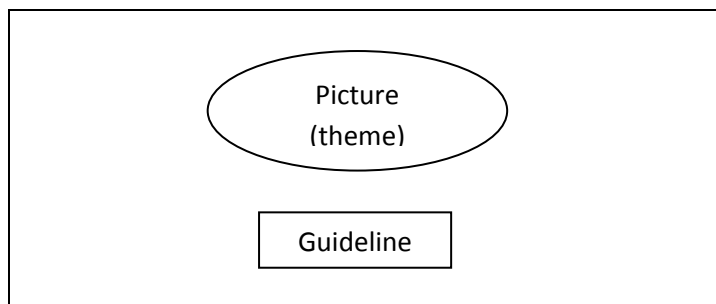


Figure 3. Design of the *Introduction Page*

3) *Descriptive Text Page*

In this page, there is a main picture and the material in the form of a descriptive text. Here is the design of the *Descriptive Text* page:

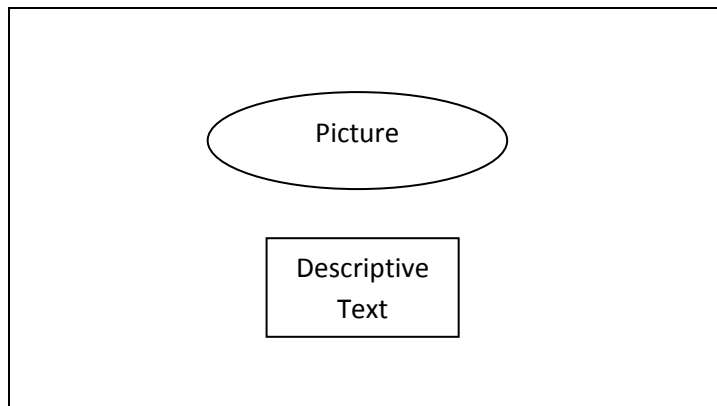


Figure 4. Design of the *Descriptive Text* Page

4) *Parts of the Body* Pages

Parts of the Body pages contain parts of the human body material. There are two pages containing the human's parts of the body. The first page contains the parts of the head while the second page contains the rest. Here are the designs of the *Parts of the Body* pages:

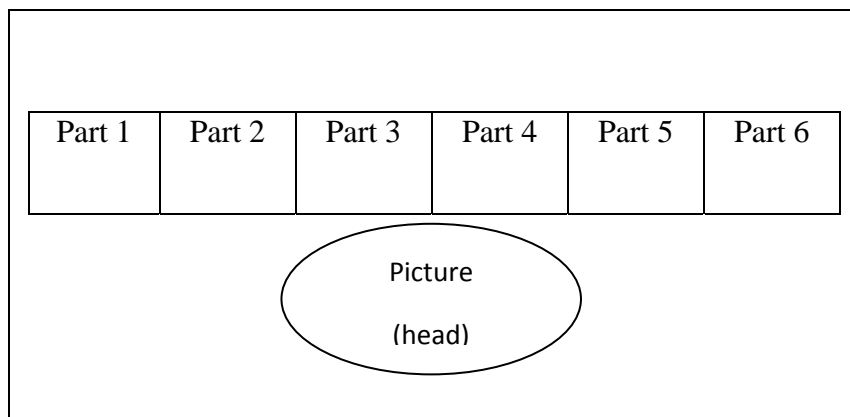


Figure 5a. Design of the *Parts of the Body* Page 1

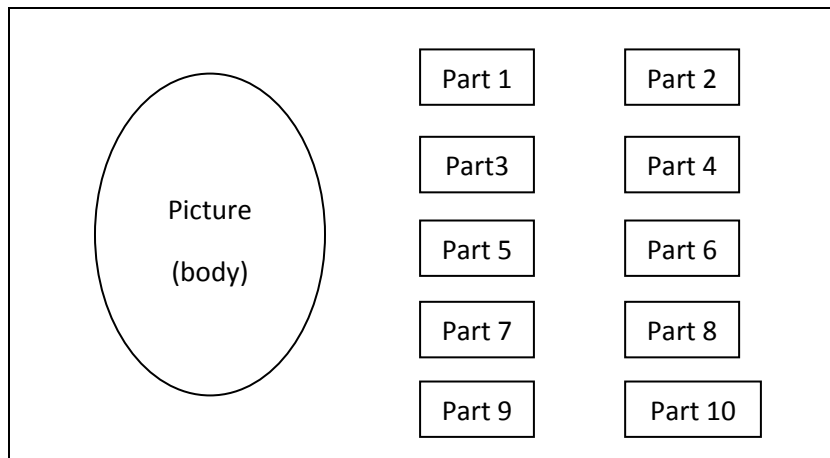


Figure 5b. Design of the *Parts of the Body* Page 2

5) *Adjective* Pages

In these pages, some adjectives related to the parts of the humans' body are introduced. Some kinds of the hair, eyes, nose and ears are presented in these pages. Here are the designs of the *Adjective* pages:

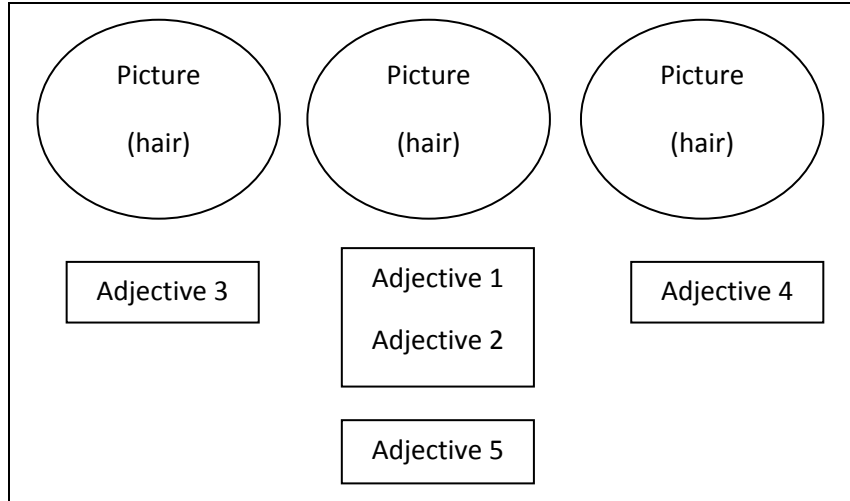


Figure 6a. Design of the *Adjective* Page 1

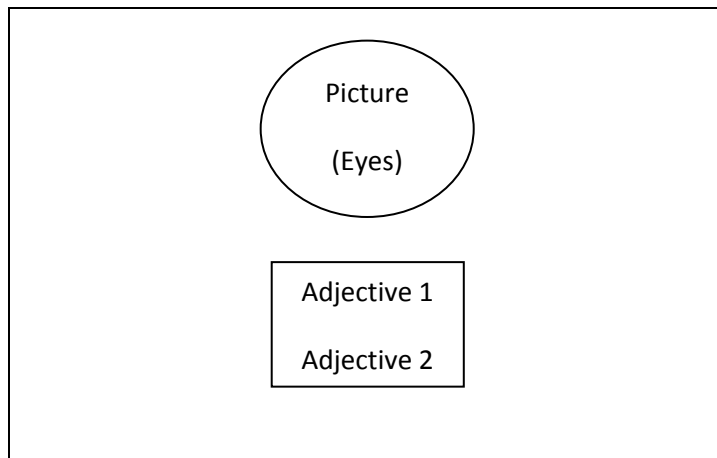


Figure 6b. Design of the *Adjective* Page 2

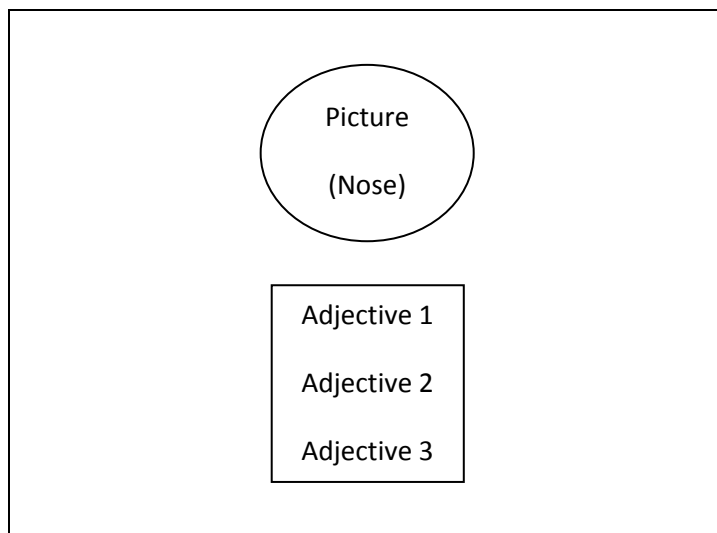


Figure 6c. Design of the *Adjective* Page 3

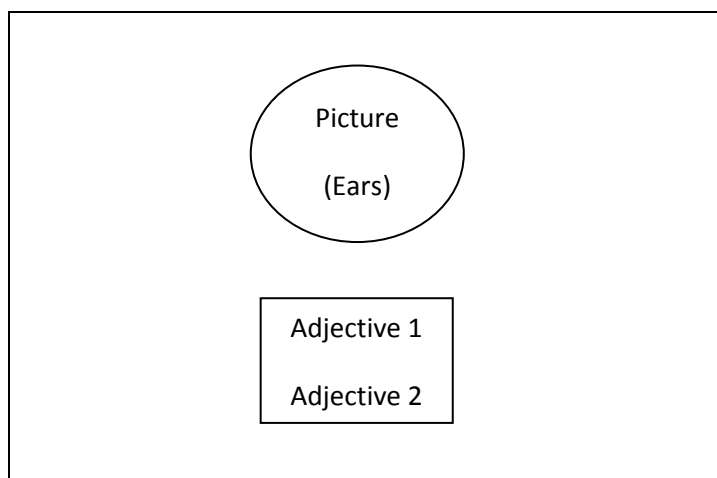


Figure 6d. Design of the *Adjective* Page

6) *Have or Has* Pages

Have or Has pages contain the material of the using of *Have* or *Has*. The using of the words for any subjects (I, you, we, they, he, and she) is explained in these pages. Here are the designs of the *Have or Has* pages:

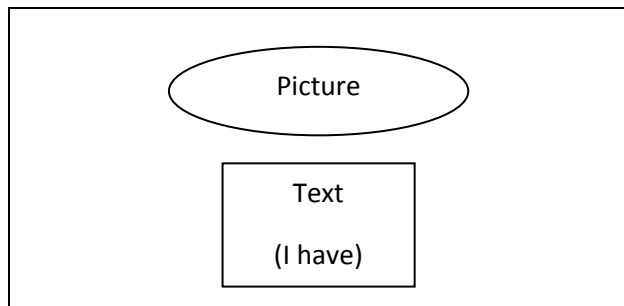


Figure 7a. Design of *Have or Has* Page 1

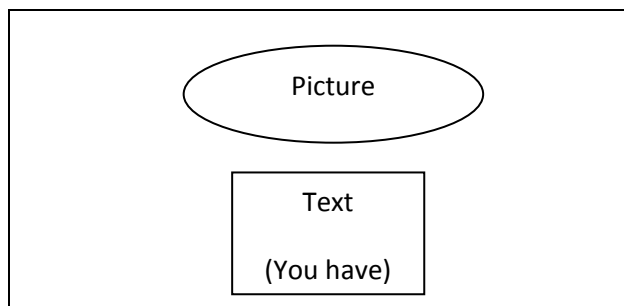


Figure 7b. Design of *Have or Has* Page 2

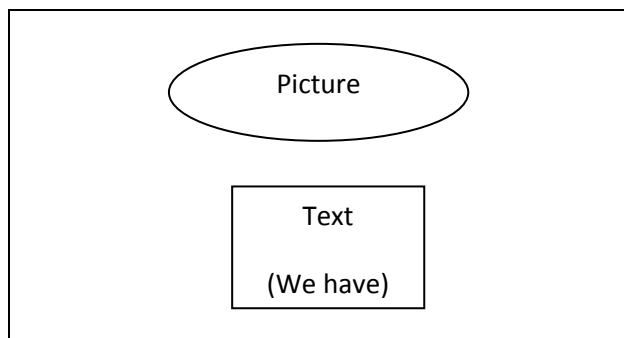


Figure 7c. Design of *Have or Has* Page 3

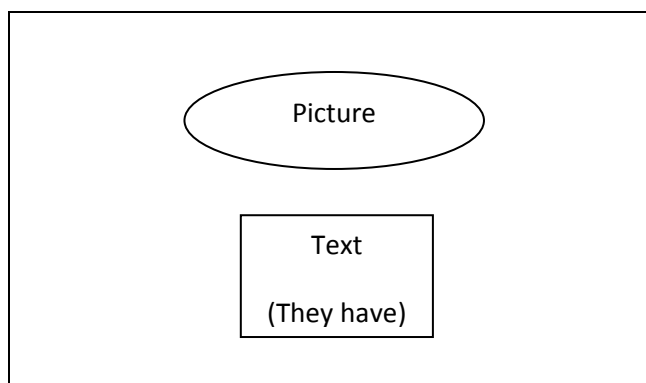


Figure 7d. Design of *Have or Has* Page 4

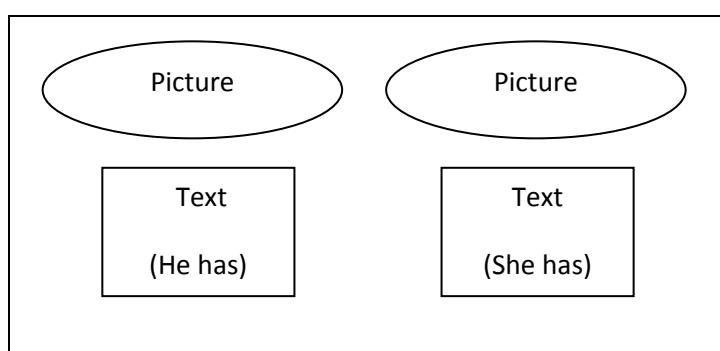


Figure 7e. Design of *Have or Has* Page 5

7) *Exercise Page*

In this page, the exercises and the answer key are prepared. The teacher can copy the exercises to be distributed to the students. Here is the design of the *Exercise* page:

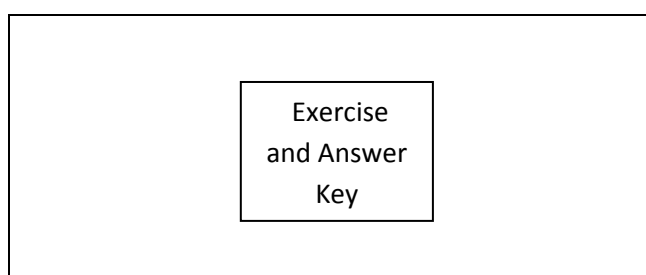


Figure 8. Design of *Exercise* Page

3. Media Production

After formulating the design of the media, the researcher started to make the product, the Pop Up book. The following is the detail explanation of the Pop Up book.

a. Cover

Cover is the opening of this Pop Up book where the users know the theme of the material in this Pop Up book. The cover is designed to facilitate the moving elements in the Pop Up book so that they can work well. Thus, it is needed to choose the appropriate material and technique for creating the cover. The same as the other pages, the cover is made from hard carton. It is covered with flannel cloth. Not all of the surfaces of the pages are glued together so that the pages can open easily. The flannel cloth is also loose so that the pages are able to open freely. Here is the picture of the cover:



Before Revision

After Revision

Figure 9. Cover

b. Introduction Page

The *Introduction* page contains a main picture showing the theme of the material and the guideline to use the Pop Up book. The main picture in this page

is the picture of a boy showing the theme of the material, My Body. The main pictures in this book are made from hard paper so that the pictures can move stand well. It needs certain technique in creating the main pictures so that they can be folded and opened well. Additionally, the words in this Pop Up book are mostly created using Corel Draw X4. Beside the main picture showing the theme of the material, this page also contains the guideline to use this Pop Up book. The guideline is in an envelope made from glittered Asturo paper. It is important for the users to understand the guideline so that they can use the Pop Up well because it needs certain technique and treatment to use Pop Up book. To open or close the envelope, the users only need to open or close the button in the envelope. Here are the parts of the Introduction Page:



Before Revision

After Revision

Figure 10a. Main Picture Showing the Theme



After Revision

Figure 10b. An Envelope Containing the Guideline

c. *Descriptive Text Page*

In this page, there is a main picture and the material in the form of a descriptive text. The main picture is the boy bringing rolled paper containing a descriptive text. To show the text, the users can open the ribbon binding the rolled paper. Here is the descriptive text page:



Before Revision

After Revision

Figure 11a. *Descriptive Text Page*



Before Revision

After Revision

Figure 11b. The Descriptive Text Example

d. *Parts of the Body Pages*

Parts of the Body pages contain parts of the human body material. There are two pages containing the human's parts of the body. The first page contains the parts of the head while the second page contains the rest. In each page, there are a main picture and an envelope. The main picture is a picture of a boy labeled with some numbers. Additionally, the envelope contains some cards mentioning the name of the body parts based on the numbers labeled in the main picture. To get the cards, the users only need to open the envelope and take the cards. Here are the *Parts of the Body* pages:



Before Revision

After Revision

Figure 12a. *Parts of the Body* Page 1

Before Revision

After Revision

Figure 12b. *Parts of the Body* Page 2

e. *Adjective Pages*

In these pages, some adjectives related to the parts of the humans' body are introduced. Some kinds of the hair, eyes, nose and ears are presented in these pages. In the *Hair* page, the main picture is the picture of three girls with different kinds of hair. In the *Eyes* page, there is a picture of a boy's head. To change the eyes of the boy, the users only need to move the paper up and down in the eyes. In the *Nose* page, there is a picture of a boy's head. The users only need to twist the paper in the nose part to change the nose. In the *Ears* page, there is a picture of a

girl's head. The users only need to twist the paper in the ears part to change the ears. Additionally, to show the adjectives in those pages, the users only need to open the folded papers containing the adjectives. Here are the *Adjective* pages:



Before Revision

After Revision

Figure 13a. *Hair* Page



Before Revision

After Revision

Figure 13b. *Eyes* Page



Before Revision

After Revision

Figure 13c. *Nose* Page

Before Revision

After Revision

Figure 13d. *Ears* Page

f. *Have or Has* Pages

Have or Has pages contain the material of the using of *Have* or *Has*. The using of the words for any subjects (I, you, we, they, he, and she) is explained in these pages. The main pictures in these pages are completed with the example of the using of the words *Have* or *Has*. The users only need to open the folded paper to access the texts. Here are the *Have or Has* pages:



Before Revision

After Revision

Figure 14a. *Have or Has* Page 1

Before Revision

After Revision

Figure 14b. *Have or Has* Page 2

Before Revision

After Revision

Figure 14c. *Have or Has* Page 3



Before Revision

After Revision

Figure 14d. *Have or Has* Page 4

Before Revision

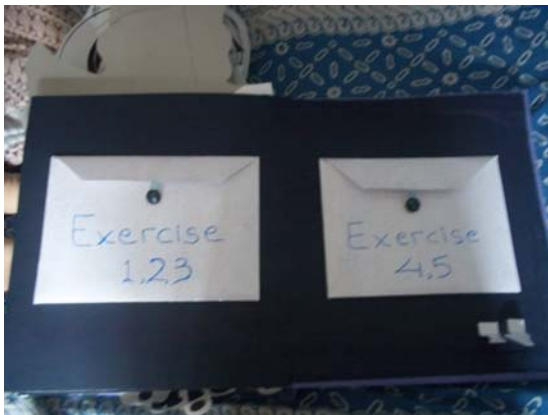
After Revision

Figure 14e. *Have or Has* Page 5

g. Exercise Page

In this page, the exercises and the answer key are prepared in two envelopes. The teacher can copy the exercises to be distributed to the students.

Here is the *Exercise* page:



After Revision

Figure 15. *Exercise Page*

4. Product Testing

The product testing technique of this Pop Up book was done by observing the using of the media. It was done before the media was evaluated by the experts. The requirements of the testing of the media are: 1) the function of the movable elements, they should work to show the complete pictures, 2) the function of the texts, the texts should work to explain the pictures.

If there are still some problems found during the product testing, the revision will be done. The first step of revising the media is by understanding the system to create the movable elements in Pop Up and how the system works. For example, if the picture in the second page which is used to show the example of a descriptive text does not function, the testing is followed by revising the bottom part of the picture, the centre of the movable picture. The revision before the Pop Up book was assessed by the experts and the English teacher done until the check list met the requirements. Here is the table of the evaluation after the revision.

Table 10. Evaluation Before the English Teacher and the Experts' Assessment.

No	Page	Designed Function	Testing Results	
			Working	Not working
1.	<i>Introduction</i>	Able to show the theme of the material and the guideline to use the Pop Up book	√	
2.	<i>Descriptive Text</i>	Able to show the example of a descriptive text	√	
3.	<i>Parts of the Body 1</i>	Able to show the parts of the head	√	
4.	<i>Parts of the Body 2</i>	Able to show the parts of the body	√	
5.	<i>Adjective 1</i>	Able to show the adjectives of the hair	√	
6.	<i>Adjective 2</i>	Able to show the adjectives of the eyes	√	
7.	<i>Adjective 3</i>	Able to show the adjectives of the nose	√	
8.	<i>Adjective 4</i>	Able to show the adjectives of the ears	√	
7.	<i>Have or Has 1</i>	Able to show the using of "Have or Has"	√	
8.	<i>Have or Has 2</i>	Able to show the using of "Have or Has"	√	
9.	<i>Have or Has 3</i>	Able to show the using of "Have or Has"	√	
10.	<i>Have or Has 4</i>	Able to show the using of "Have or Has"	√	
11.	<i>Have or Has 5</i>	Able to show the using of "Have or Has"	√	
12.	<i>Exercise</i>	Able to give exercises to the students	√	

The evaluation table shows that the Pop Up book works well after revision. It means that the Pop Up book was also ready to be reviewed by the English teacher, content expert, media expert and Pop Up expert.

B. Data Collection and Analysis

In every instance, the Pop Up book is tested and evaluated to validate that the Pop Up book is ready to use as the instructional media. The Pop Up book had been evaluated by the English teacher and the content, media, and Pop Up experts before it was tried to teach the students. One of the main purposes of this evaluation was to evaluate the content and the design of the Pop Up book. The results of the evaluation from the experts and the teacher are described below.

1. Evaluation from Content Expert

The content expert who has high capabilities related to the material was chosen to evaluate the content of the Pop Up book. The evaluation from the content expert comprised both the material aspect and instructional aspect. The results of the evaluation from the content expert are described below.

a. Material Aspect

Table 11a. Score of Material Aspect Evaluation

No	Indicator	Score (<i>f</i>)	Expected Score (N)	Percentage (P)
1.	Material coverage	5	5	100%
2.	The clarity of the materials	4	5	80%

3.	The effectiveness of the language use in explaining the materials	4	5	80%
4.	Quality of pictures in explaining the concepts	4	5	80%
5.	Quality of the instructions	4	5	80%
6.	Quality of the examples	4	5	80%
7.	Quality of the evaluation items	4	5	80%
8.	The balance between the materials and the evaluation items	4	5	80%
Total				660%
Average				82.5%

Based on the data above, the percentage of the material aspect is 82.5%. It means that the material aspect of this Pop Up book is very good. The evaluation of the material aspect is aiming to evaluate how the materials are presented.

b. Instructional Aspect

Table 11b. Score of Instructional Aspect Evaluation

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The relevance of the instruction to the Competency Standard	4	5	80%
2.	The relevance of the instruction to the Basic Competency	4	5	80%
3.	The relevance of the indicators stated in the instructional design and Competency Standard	4	5	80%
4.	The relevance of the instruction to the target audience	4	5	80%

5.	The completeness of the materials	4	5	80%
6.	Quality of material presentation	4	5	80%
7.	The sequence of the materials	4	5	80%
8.	Quality of the instructions	4	5	80%
9.	The relevance of the evaluation items to the materials	4	5	80%
10.	The relevance of the materials to the competency standard	4	5	80%
11.	The relevance of the evaluation items to the basic competency	4	5	80%
12.	The relevance of the evaluation items to the indicators	4	5	80%
13.	Media attraction	5	5	100%
Total				1060%
Average				81.54%

Based on data above, the percentage of the instructional aspect is 81.54%. It means that the instructional aspect is very good. The evaluation of the instructional aspect is aiming to evaluate the sequence of the materials and how the materials are presented.

The average score of the evaluation from the content expert is described below:

Table 11c. Average Score of the Content Expert's Evaluation

Aspect	Score
Material	82.5%
Instructional	81.54%

Total	164.04%
Average	82.02%

Based on data collection above, the percentage of the material aspect is 82.5% and the percentage of the instructional aspect is 81.54%. Then, the overall percentage of the evaluation from the content expert is 82.02%. The percentage shows that this Pop Up book is very good and feasible to apply. Some revisions related to the materials based on the evaluation had been done before this Pop Up book was tested to the students. The revision of this Pop Up book will be discussed later.

2. Evaluation from Media Expert

The media expert who has high capabilities in designing and evaluating instructional media was chosen to evaluate the design and the development of this Pop Up book. The evaluation comprised appearance quality and development quality. The results of the evaluation are described below.

a. Appearance Aspect

Table 12a. Score of Appearance Aspect Evaluation

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	Quality of the illustration colours	4	5	80%
2.	Quality of the text colours	5	5	100%
3.	Quality of the font type choices	4	5	80%
4.	Appropriateness of the picture choices	5	5	100%
5.	Quality of the pictures	4	5	80%
Total				440%

Average	88%
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Based on data above, the percentage of the face quality is 88%. It means that the appearance quality of this Pop Up book is very good. The evaluation of the appearance quality is aiming to evaluate the design and performance of this Pop Up book.

b. Development Aspect

Table 12b. Score of Development Aspect Evaluation

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	Ease of interaction to the media	5	5	100%
2.	The movable elements work well	4	5	80%
3.	The appropriateness of the picture choices	5	5	100%
4.	The appropriateness of the arrangement of the pictures	5	5	100%
5.	Splitting of the materials	5	5	100%
6.	The text efficiency and effectiveness	4	5	80%
Total				560%
Average				93.33%

Based on data above, the percentage of development quality is 93.33%. It means that the development of this Pop Up book is very good. The evaluation of development quality is aiming to evaluate how the elements of the Pop Up book work and interrelated.

The average score of the evaluation from the media expert is described below:

Table 12c. Average Score of the Media Expert's Evaluation

Aspect	Score
Appearance	88%
Development	93.33%
Total	181.33%
Average	90.66%

Based on data above, the percentage of the appearance quality is 88% and the percentage of the development quality is 93.33%. Additionally, the overall percentage of the evaluation from the media expert is 90.66. The mean value shows that this Pop Up book is very good and feasible to apply. The revision related to the design of this instructional media was done before this Pop Up book was tested to the students. The revision of this instructional media will be discussed later.

3. Evaluation from Pop Up Expert

The Pop Up expert who has high capabilities in designing and evaluating paper craft, especially Pop Up art, was chosen to evaluate the design and the development of this Pop Up book. The evaluation comprised appearance quality and development quality. The results of the evaluation are described below.

c. Appearance Aspect

Table 13a. Score of Appearance Aspect Evaluation

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	Quality of the illustration colours	3	5	60%
2.	Quality of the text colours	5	5	100%
3.	Quality of the font type choices	4	5	80%
4.	Appropriateness of the picture choices	5	5	100%
5.	Quality of the pictures	4	5	80%
Total				420%
Average				84%

Based on data above, the percentage of the face quality is 84%. It means that the appearance quality of this Pop Up book is very good. The evaluation of the appearance quality is aiming to evaluate the design and performance of this Pop Up book.

d. Development Aspect

Table 13b. Score of Development Aspect Evaluation

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The movable elements work well	5	5	100%
2.	The appropriateness of the pictures choices	4	5	80%
3.	The appropriateness of the arrangement of the pictures	4	5	80%
4.	Splitting of the materials	5	5	100%

5.	The text efficiency and effectiveness	4	5	80%
Total				440%
Average				88%

Based on data above, the percentage of development quality is 88%. It means that the development of this Pop Up book is very good. The evaluation of development quality is aiming to evaluate how the elements of the Pop Up book work and interrelated.

The average score of the evaluation from the Pop Up expert is described below:

Table 13c. Average Score of the Pop Up Expert's Evaluation

Aspect	Score
Appearance	84%
Development	88%
Total	172%
Average	86%

Based on data above, the percentage of the appearance quality is 84% and the percentage of the development quality is 88%. Additionally, the overall percentage of the evaluation from the Pop Up expert is 86%. The mean value shows that this Pop Up book is very good and feasible to apply. The revision related to this Pop Up book was done before this Pop Up book was tested to the students. The revision of this Pop Up book will be discussed later.

4. Evaluation from English Teacher

After this instructional media was used in the classroom, it should be evaluated by the teacher. The evaluation comprises material aspect and instructional aspect. The results of the evaluation are described below.

a. Material Aspect

Table 14a. Score of Material Aspect Evaluation from the English Teacher

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	Materials coverage	5	5	100%
2.	The clarity of the materials	4	5	80%
3.	The effectiveness of the language use in explaining the materials	5	5	100%
4.	Quality of the pictures in explaining the concepts	3	5	60%
5.	Quality of the instructions	5	5	100%
6.	Quality of the examples	5	5	100%
7.	The quality of the evaluation items	5	5	100%
8.	The balance between the materials and the test items	5	5	100%
Total				740%
Average				92.5%

The English teacher evaluated how the materials are presented in this Pop Up book. Based on data above, the percentage of the material aspect is 92.5%. It means that the material aspect of this Pop Up book is very good.

b. Instructional Aspect

Table 14b. Score of Instructional Aspect Evaluation from the English Teacher

No	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The relevance of the instruction to the Competency Standard	5	5	100%
2.	The relevance of the instruction to the Basic Competency	5	5	100%
3.	The relevance of the indicators stated in the instructional design and Competency Standard	4	5	80%
4.	The relevance of the instruction to the target audience	5	5	100%
5.	The completeness of the materials	5	5	100%
6.	Quality of materials presentation	5	5	100%
7.	The sequence of the materials	5	5	100%
8.	Quality of the instructions	4	5	80%
9.	The relevance of test items to the materials	5	5	100%
10.	The relevance of the materials to the competency standard	5	5	100%
11.	The relevance of the evaluation items to the basic competency	5	5	100%
12.	The relevance of the evaluation items to the indicators	5	5	100%
13.	Media attraction	4	5	80%
14.	The ease of the using of the media	4	5	80%
Total				1320%
Average				94.29%

Based on data above, the percentage of the instructional aspect is 94.29%. It means that the instructional aspect of this Pop Up book is very good. The evaluation of instructional aspect from the English teacher is aiming to evaluate the sequence of the materials and how the materials are presented.

The average score of the evaluation from the English teacher is described below:

Table 14c. Average Score of the English Teacher's Evaluation

Aspect	Score
Material	92.5%
Instructional	94.29%
Total	186.79%
Average	93.40%

Based on data above, the percentage of the material aspect is 92.5% and the percentage of the instructional aspect is 94.29%. Then, the overall percentage of the evaluation from the English teacher is 93.40%. The percentage shows that this Pop Up book is very good and feasible to apply in the classroom. The revisions related to the materials were done before this Pop Up book was tested to the students. The revision of this Pop Up book will be discussed later.

5. Implementation (Try Out)

This Pop Up book was tested to the 3rd grade students. Then, the researcher distributed a questionnaire to them to know the effectiveness of the Pop Up book. The data collection technique was by using a questionnaire comprising

three aspects. They are the material aspect, the instructional process aspect and the media aspect.

There were 31 students joining the try out. Since the study was not concerned about improvements in students' performance before and after using an instructional medium, no control or experimental group was assigned. Therefore, all students were given the same treatment. No time limit was imposed upon them. Overall, the instruction using the Pop Up book took about 140 minutes. In the end of the try out, the questionnaires were distributed to obtain the data. The data obtained from the try out is described below

1. Material Aspect

Table 15a. Score of Material Aspect from the Try Out

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The clarity of the materials	124	155	80%
2.	Ease of the materials to learn	125	155	80.65%
3.	The quality of the language use	127	155	81.94%
4.	The quality of texts	124	155	80%
5.	The quality of the evaluation items	129	155	83.23%
Total				405.82%
Average				81.16%

The students evaluated how the materials are presented in this Pop Up book. Based on data above, the percentage of the material aspect is 81.16%. It means that the material aspect of this Pop Up book is very good

2. Instructional Aspect

Table 15b. Score of Instructional Aspect from Try Out

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The clarity of the materials	122	155	78.71%
2.	The sequence of the materials	114	155	73.55%
3.	Quality of the materials presentation	123	155	79.36%
4.	Quality of the examples in explaining the materials	120	155	77.42%
5.	Quality of the instructions	121	155	78.06%
6.	Contribution of the media in helping students understand the materials	119	155	76.77%
7.	Contribution of the media in motivating the students to learn	117	155	75.48%
Total				539.35%
Average				77.05%

Based on data above, the percentage of the instructional aspect is 77.05%. It means that the instructional aspect of this Pop Up book is good. The evaluation of instructional aspect from the students is aimed at evaluating the sequence of the materials and how the materials are presented.

3. Media Aspect

Table 15c. Score of Media from Try Out

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	Quality of the pictures	127	155	81.94%
2.	Quality of the texts	129	155	83.23%

3.	Quality of the colour choices	111	155	71.61%
4.	The attraction of the media	136	155	87.74%
Total				324.52%
Average				81.13%

Based on data above, the percentage of the media aspect is 81.13%. It means that the media aspect of this Pop Up book is very good. The evaluation of the media aspect from the students is aimed at evaluating the effectiveness of the Pop Up book.

The average score of the evaluation from the students is described below:

Table 15d. Average Score of the Try Out

Aspect	Percentage
Material	81.16%
Instructional	77.05%
Media	81.13%
Total	239.34%
Average	79.78%

Based on data above, the percentage of the material aspect is 81.16%, the percentage of the instructional aspect is 77.05% and the percentage of the media aspect is 81.13%. Then, the overall percentage of the evaluation from the students is 79.78%. The percentage shows that this Pop Up book is good and feasible to apply in the classroom.

C. Product Revision

Product revision is very important to improve the quality of this Pop Up book. The product revision was based on the comments and suggestions from the English teacher, content expert, the media expert, the Pop up expert. The detail of the product revision is described below:

1. Revision 1

The first revision was based on the comments and suggestions from the content expert. The revision was in terms of the materials presented in the Pop Up book. The following is the description of the revision 1:

Table 16. Revision 1

Revision Target	Comment	Action Taken
Guideline sheet	A guideline sheet to use the Pop Up book is needed.	A guidance sheet has been added.
Pictures	The pictures should be bigger and clearer, so that they can be accessed by all of the students.	The bigger and clearer pictures have been made.
Text	The texts were confusing and there were some mistakes in writing.	The texts have been changed and the mistakes have been revised.
“Have or Has” material	“It” should not be used because it is about human’s body.	“It” has been omitted.
Exercises	The exercises should be integrated in the Pop Up book.	The exercises have been integrated in the Pop Up book.

In general, the content expert said that the content of this Pop Up book is good. The materials are good and well-organized, the test items are relevant to the indicators and the Pop Up book is easy to use.

2. Revision 2

After the Pop Up book was revised in relation to the content of the media, the second revision was done. This revision was based on the comments and suggestions from the media expert. The revision is related to the design and the function of the media. The following is the description of the revision 2:

Table 17. Revision 2

Revision Target	Comment	Action Taken
The material of the Pop Up book	The Pop Up book should be made from the long lasting materials.	The Pop Up book were covered by plastics and made from the long lasting materials.
The pictures	The pictures are too small and unclear.	The pictures were changed into the bigger pictures made by the researcher herself.

In general, the media expert said that the design of this Pop Up book is very good. All the elements of the Pop Up book such as the texts, pictures and colours are well-integrated. The Pop Up book can work well and there is no error. The Pop Up book is also appropriate for the students.

3. Revision 3

After the Pop Up book was revised based on the media expert suggestions, the third revision was done. This revision was based on the comments and suggestions from the Pop Up expert. The revision is related to art aspect of the Pop Up book. The following is the description of the revision 3:

Table 18. Revision 3

Revision Target	Comment	Action Taken
The Background colour	The background colour should be appropriate to the pictures.	The background colour was changed into dark blue.
Cutting technique	Cutting by the contour is better to do so that the pictures are not monotonous.	The pictures were cut based on the contour.
The pictures	The pictures are too small and unclear.	The pictures were changed into the bigger pictures made by the researcher herself.

In general, the Pop Up expert said that the design of this Pop Up book is very good. The elements of the media such as the texts, pictures and colours are well-integrated, except in some pages. The media can also work well and there is no error.

4. Revision 4

After the Pop Up book was revised in relation to the content and the design by the experts, this program was then revised based on the comments and suggestions from the English teacher.

The following is the description of the revision 4:

Table 19. Revision 4

Revision Target	Comment	Action Taken
The pictures used the media	The media need more funny pictures.	Mostly, the pictures were changed into cartoons which are funny and interesting for the children.

In general, the English teacher said that the content of the Pop Up book is very good. The materials are good and well-organized, the test items are relevant to the indicators and the program is easy to use. The pictures in the Pop Up book are interesting so that the students are motivated to learn English reading. Additionally, the Pop Up book is also easy to use. This is the final revision because the data obtained from the try-out indicates that the program is good and feasible to apply for English reading instruction.

D. Discussion

Based on the data described above, some research findings should be discussed. The discussion comprises five items related to this Pop Up book. Those research findings are discussed below:

1. The Content of the Pop Up Book for the Reading Instruction

The content expert, the teacher and most of the 3rd grade students agreed that the content of the instructional media is appropriate to the English reading instruction for the 3rd grade elementary school students. They liked the Pop Up book because it is well-designed and the contents are easy to understand. Additionally, this Pop Up book includes various pictures to explain the materials. The teacher can manipulate the pictures based on the rules for manipulating the movable elements of the Pop Up book. The Pop Up book allow the teacher to repeat the difficult materials based on the students' needs to improve their English mastery, especially their reading skill. They agreed that the pictures in this Pop Up book were very helpful to explain the materials.

2. The Design of the Pop Up Book for the Reading Instruction

The respondents agreed that the design of this Pop Up book was clear, understandable, attractive and interesting. The picture quality was good. The texts were also clear to read. The material presentation was also clear and interesting.

3. The Pictures in the Pop Up Book for the Reading Instruction

Based on the collected data, the Pop Up book attracts the students' attention with the good quality texts and pictures. The use of pictures can support the materials presentation in this Pop Up book. The teachers also hoped that the pictures used in the Pop Up book could be more interesting and attractive. The appropriate pictures in the Pop Up book are considered to be the most important learning features using this kind of instructional media.

4. The Movable Elements of the Pop Up Book for the Reading Instruction

The movable elements in this Pop Up book is the biggest 'power' of this instructional medium since the elements support the mixture of the pictures and the texts in the Pop Up book and attract the students as the center of the students' attention. The media expert, the Pop Up expert and most of the students of this research agreed that the movable elements of the Pop Up book functioned well. It means that they worked well in explaining the materials. There were no errors found in the instructional media's work. The instructional media was also perceived as user-friendly media since they could be used easily.

5. The Appropriateness of the Pop Up Book for the Reading Instruction

Based on the product testing, this Pop Up book is appropriate for teaching reading to the students. It enables the using of the medium in any

settings, indoor or outdoor setting. There was no error found during the using of the instructional media. The movable elements work well so that the media can also function well.

From the results and discussion above, it can be concluded that this Pop Up book is appropriate to be used as an instructional medium for teaching English reading to the 3rd grade elementary school students. The users of this Pop Up book consider this media as a user-friendly program because of its ease to use and its capability in enhancing the instruction. Based on the data analysis, this instructional media was good and feasible to use in the English reading instruction.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of this research and some suggestions. The conclusion includes the procedures taken in this research and the conclusion based on the data analysis. In addition, some suggestions for the using of the instructional media, dissemination and further product development are also proposed.

A. Conclusion

The objective of this research is to develop Pop Up media to be used in teaching English reading to the 3rd grade elementary school students. This Pop Up book has been developed based on the R & D theory by Walter Dick and Lou Carey in Gall, Gall and Borg (2003: 570). The media development in this research consists of eight steps. They are conducting a needs analysis, formulating instructional design, designing, producing, assessing, revising, implementing, and evaluating the media.

From the assessments and responses from the content expert, media expert, Pop Up expert, English teacher and students, it can be concluded that the Pop Up book as the product of this research is feasible to apply for teaching English reading to the 3rd grade elementary school students. The average score based on the assessment from the content expert is 82.02%. It implies that the instructional media is very good and feasible to use in the English reading

instruction. In addition, the average score based on the assessment from the media expert is 90.66. It also implies that the instructional media is very good and feasible to use in the English reading instruction. Next, the average score based on the assessment from the Pop Up expert is 86%. It means that the instructional media is very good and feasible to use in the English reading instruction. In addition, the average score based on the assessment from the English teacher is 93.4%. It also means that the instructional media is very good and feasible to use in the English reading instruction. The last, the average score based on the responses from the students is 79.78%. It implies that the instructional media is good and feasible to use in the English reading instruction.

B. Suggestions

1. Suggestion for the English teachers

Before using the instructional media, the English teachers should understand how to use the instructional media. The use of the instructional media is also expected to stimulate the English teachers' innovation in the instruction especially in developing the instructional media.

2. Suggestions for dissemination of the instructional media

The instructional media can be developed for the other material, with the other various techniques, and to the other schools.

3. Suggestion for further product development

Further product testing is important to identify the effectiveness of this media. Moreover, the instructional media should also be improved in order to motivate the students to learn.

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Instructional Design for Teaching English Reading to the 3rd Grade Elementary School Students

Title : Learning about My Body
Institution : SD N Caturtunggal 3
Class/Semester : III/I
Skill : Reading
Text Types : Descriptive text

1. Competency Standard

Understanding short functional texts and simple descriptive texts with pictures in the context around the students.

2. Basic Competency

Understanding simple descriptive texts with pictures in the context around the students.

3. Learning Objective

Given the example of descriptive texts, the 3rd grade elementary school students (semester I) are able to identify the information in the texts and the language features used in the text with the correctness of 75%.

4. The Indicators

In the end of the lesson, the students are expected to be able to:

1. Identify the information in the descriptive texts
2. Identify language features used in the descriptive texts

5. Construction of Content Material

The material consists of four main items. They are:

1. Identifying the information from the descriptive texts
2. Understanding vocabularies related to the theme “My Body”
3. Understanding adjectives related to the theme “My Body”
4. Understanding the using of “have” and “has”

6. Identification of Learning Strategies

There are two main categories of learning strategy; direct and indirect strategies. Direct strategy is related to the language concerned. It involves memory, cognitive and compensation strategies. Indirect strategy is indirectly related to the language concerned. It involves meta-cognitive, affective and social strategies. Learning strategies have important role in determining the success of the learning process. The students are expected to improve all of the strategies. The combination of those strategies can help the students in learning reading for all of the strategies are important and complementary each other.

7. Determination of Instructional Activities

1) Opening

- The teacher prepares everything needed for the instruction
- The teacher begins the class with greeting and praying
- The teacher reviews the last material
- The teacher gives the background knowledge of today's material
- The teacher mentions the of today's instructional objectives

2) Core activity

- Presentation
The teacher explains the material using the instructional medium
- Practice
The teacher gives the students exercises related to the material given
- Production
The teacher gives the students a test related to the material given

3) Closing

- The teacher reviews today's material
- The teacher asks the students to summary today's material
- The teacher gives assignment to the students
- The teacher informs the next meeting material
- The teacher close the class with greeting

8. Selection of Media

The instructional medium used is a Pop Up book.

9. Construction of Evaluation

a. Technique : written test in the form of multiple choice test

a. Scoring

Questions number 1-15 → score for the true answer = 1

score for the false answer = 0

Maximum score = 15

Maximum mark = 100

Students' mark = $\frac{\text{Student's score}}{\text{Maximum score}} \times 100$

Silabus

Nama Sekolah : SD N Caturtunggal 3
Kelas : III (Tiga)
Semester : I (Gasal)

Mata Pelajaran : Bahasa Inggris
Tahun Akademik : 2011/2012

Standar Kompetensi	Kompetensi dasar	Materi pembelajaran	Indikator		SKM	Penilaian			Alokasi waktu	Sumber/bahan/ alat
			Uraian	Sifat		Jenis tagihan	Bentuk tagihan	Tipe tagihan		
Membaca 3.Memahami teks fungsional pendek dan deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik	3.2 Memahami teks deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik	<ul style="list-style-type: none"> Membaca <i>descriptive texts</i> Mengidentifikasi informasi yang terdapat pada <i>descriptive texts</i> Mengidentifikasi <i>vocabulary</i> yang berkaitan dengan tema “My Body” Mengidentifikasi ciri kebahasaan yang terdapat pada <i>descriptive text</i> 	<ul style="list-style-type: none"> Menjawab pertanyaan berdasarkan <i>descriptive text</i> yang berjudul “My Body” , “My Name is Jessica” dan “My Name is Deno” Menjawab pertanyaan tentang <i>vocabulary</i> yang berkaitan dengan tema “My Body” Menjawab pertanyaan tentang <i>adjective</i> yang berkaitan dengan tema “My Body” Menjawab pertanyaan tentang penggunaan “have” dan “has” 	<ul style="list-style-type: none"> Kognitif 	75	<ul style="list-style-type: none"> Pilihan ganda 	<ul style="list-style-type: none"> Jawaban pendek 	<ul style="list-style-type: none"> Pengetahuan dan pemahaman konsep 	4x35 menit	<ul style="list-style-type: none"> -Buku teks yang relevan -Sumber-sumber dari internet -Buku Pop Up sebagai media pembelajaran.
				<ul style="list-style-type: none"> Afektif 	B		<ul style="list-style-type: none"> Pengamatan kualitatif 	<ul style="list-style-type: none"> Sikap/minat 		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SD N Caturtunggal 3
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: III(tiga)/I(gasal)
Alokasi waktu	: 4x35 menit
Standar Kompetensi	: Membaca
	3. Memahami teks fungsional pendek dan deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik
Kompetensi Dasar	: 3.2 Memahami teks deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik
Indikator	:1. Mengidentifikasi informasi yang terdapat di dalam <i>descriptive texts</i> 2. Mengidentifikasi ciri kebahasaan yang digunakan dalam <i>descriptive texts</i>

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa diharapkan dapat mengidentifikasi informasi dan ciri kebahasaan dalam *descriptive texts*.

II. Materi Pembelajaran

- Descriptive texts* berjudul “My Body” dan “My Name is Jessica”.
- Mengidentifikasi informasi dalam *descriptive texts*
- Kosa kata yang berkaitan dengan tema “My Body”
- Ciri kebahasaan: -adjectives
-have or has

III. Metode Pembelajaran

Metode yang digunakan ialah PPP (*Presentation, Practice and Product*).

IV. Langkah-langkah Pembelajaran

A. Kegiatan Awal (alokasi waktu 10 menit)

1) Membuka Pelajaran

- Guru mengondisikan kelas/ siswa.
- Guru memberi salam.

2) Apersepsi/Prasyarat Pengetahuan

- Guru mengulas materi yang telah diberikan pada pertemuan sebelumnya.
- Guru memberikan *background knowledge* tentang *descriptive text*.
- Guru memberikan penjelasan tentang tujuan pembelajaran yang akan dilakukan.

B. Kegiatan inti (alokasi waktu 120 menit)

- Presentation 1

- Guru menjelaskan tentang *descriptive text* (teks 1) menggunakan media yang telah dipersiapkan.
- Guru menjelaskan tentang *vocabulary* yang berkaitan dengan tema “My Body” menggunakan media yang telah dipersiapkan.
- Guru menjelaskan tentang *adjective* yang berkaitan dengan tema “My Body” menggunakan media yang telah dipersiapkan.
- Guru menjelaskan tentang penggunaan *have* dan *has* menggunakan media yang telah dipersiapkan.

- Practice

- Siswa membaca sebuah *descriptive text* (teks 2).
- Siswa menjawab pertanyaan berdasarkan teks yang dibaca.
- Siswa menjawab pertanyaan tentang *vocabulary* yang berkaitan dengan tema “My Body”.
- Siswa menjawab pertanyaan tentang *adjective* yang berkaitan dengan tema “My Body”.
- Siswa menjawab pertanyaan tentang penggunaan *have* dan *has*.

- Production
 - Siswa membaca sebuah *descriptive text* (teks 3).
 - Siswa menjawab pertanyaan berdasarkan teks yang dibaca.
 - Siswa menjawab pertanyaan tentang *vocabulary* yang berkaitan dengan tema “My Body”.
 - Siswa menjawab pertanyaan tentang *adjective* yang berkaitan dengan tema “My Body”.
 - Siswa menjawab pertanyaan tentang penggunaan *have* dan *has*.

C. Penutup (alokasi waktu 10 menit)

- Guru menyimpulkan materi pelajaran yang telah diberikan.
- Siswa diberi tugas untuk membawa mainan berbentuk binatang untuk pelajaran yang akan datang.
- Guru memberitahukan materi yang akan diberikan pada pertemuan yang akan datang.
- Guru menutup pelajaran dengan salam.

V. Alat/Bahan/Sumber Bahan

- Buku teks yang relevan
- Sumber-sumber dari internet
- Buku Pop Up sebagai media pembelajaran

VI. Penilaian

- a. Teknik : Tes tertulis
- b. Bentuk : pilihan ganda
- c. Instrumen
Lembar evaluasi

d. Pedoman Penilaian

Soal nomor 1-15 → tiap nomor benar diberi skor = 1

tiap nomor salah diberi skor = 0

Skor maksimal = 15

Nilai maksimal = 100

Nilai siswa = $\frac{\text{Perolehan skor}}{\text{Skor maksimal}} \times 100$

Yogyakarta, 27 Juli 2011

Menyetujui,

Guru Pembimbing

Dra. Naidah

Mahasiswa

Khafidhoh

NIM. 07202241025

Materials for Teaching English Reading to the 3rd Grade Elementary School

Theme: My Body

A. Introduction

Task 1. Answer the following questions.

1. Who is your best friend?
2. Describe the body of your best friend!

B. Descriptive Text

Task 2. Read the following text.

My Body

Hello, my name is David.

I am a student.

I have short straight hair.

I also have big eyes and a pointed nose.

Task 3. Complete the following sentences based on the text above.

1. My name is
2. I am a
3. I have short
4. I have big ... to see everything.
5. I have a ... nose.

Task 4. Read the text carefully. Then, match the pictures and the names based on the text.

My Name is Jessica

Hello, my name is Jessica. I am a student. I have long straight hair. My father is Mr. Allan. He has a big nose. My mother is Mrs. Alan. She has short straight hair. I have good friends. They are Radit, Rangga, Tania and Lucy. Radit has short straight

hair. Rangga has short curly hair. Tania has short curly hair and Lucy has short straight hair.

1.



a. Jessica

2.



b. Mr. Allan

3.



c. Mrs. Allan

4.



d. Radit

5.



e. Rangga

6.



f. Lucy

7.

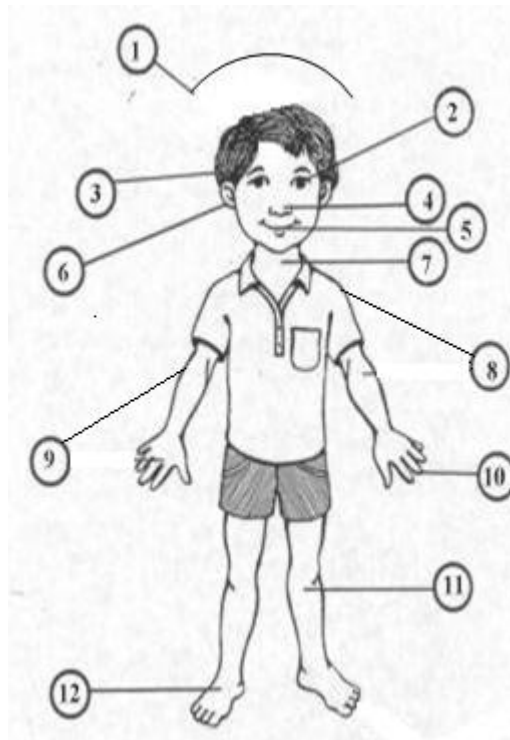


g. Tania

C. Learning the vocabulary

Task 5. Look at the picture below and learn the vocabulary.

Task 6. Look at the picture. Mention the parts of the body based on the numbers.



1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

D. Learning the adjectives

Task 7. Look at the pictures below and learn the adjectives.



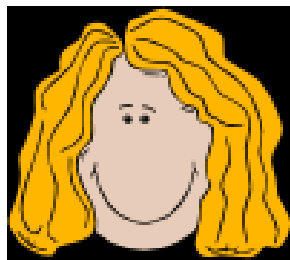
long hair



short hair



straight hair



wavy hair



curly hair



small eyes



big eyes



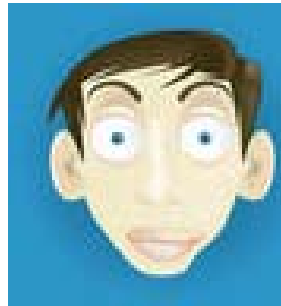
small nose



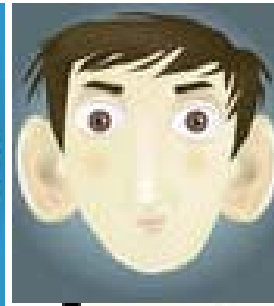
pointed nose



big nose







small ears









big ears

**Task 8. Fill in the blanks based on the pictures by using the words in the box.
One word can be used to answer more than one question.**

a. long b. short c. curly d. wavy e. straight f. small g. big h. Pointed

1. Linda has ... hair.	
2. My mother has ... hair.	
3. My sister has ... hair.	
4. My teacher has ... hair.	

5. My sister has ... hair.	
6. Deno has ... eyes.	
7. Reno has ... ears. Denny has ... ears.	<div>   </div> <div> Reno Denny </div>
8. My aunt has a ... nose. My uncle has a ... nose.	<div>   </div> <div> aunt uncle </div>

E. Learning the language form

Task 9. Look at the table and learn the sentences.

<u>I</u> have short hair.	<u>They</u> have long hair.
<u>You</u> have big eyes.	<u>He</u> has short hair.
<u>We</u> have small ears.	<u>She</u> has long hair.

Task 10. Fill in the blanks by using the word “has” or “have”.

1. I ... long hair.
2. You ... pointed nose.
3. We ... curly hair.

4. They ... big eyes.
5. He ... small nose.
6. She ... wavy hair.
7. Denny ... short hair.
8. Vera and Jonny ... big ears.
9. Brian ... straight hair.
10. My mother ... small eyes.

F. Evaluation

Task 11. Choose the correct answers.

Read the text and answer the questions number 1-4.

My Name is Deno

Hello, my name is Deno. I am a student. I have big eyes, short hair and a small nose. I have four friends. Their names are Edra, Ozi, Kanaya and Nabila. Edra has short hair and small eyes. Ozi has short hair and big eyes. Kanaya has short hair and big ears. Nabila has short curly hair and small ears.

1. I am
 - a. Deno
 - b. Edra
 - c. Ozi
 - d. Kanaya
 - e. Nabila



2. I am

- a. Deno
- b. Edra
- c. Ozi
- d. Kanaya
- e. Nabila



3. I am

- a. Deno
- b. Edra
- c. Ozi
- d. Kanaya
- e. Nabila



4. I am

- a. Deno
- b. Edra
- c. Ozi
- d. Kanaya
- e. Nabila



5. This is my

- a. chin
- b. eye
- c. ear
- d. hair
- e. cheek



6. This is my

- a. eye
- b. cheek
- c. ear
- d. nose
- e. mouth



7. This is my

- a. nose
- b. eye
- c. ear
- d. mouth
- e. cheek



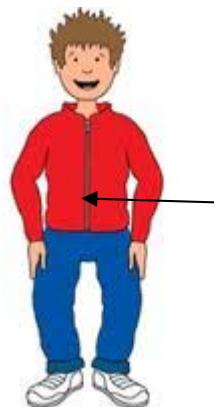
8. These are my

- a. shoulders
- b. fingers
- c. arms
- d. legs
- e. feet



9. This is my

- a. leg
- b. stomach
- c. arm
- d. fingers
- e. hand



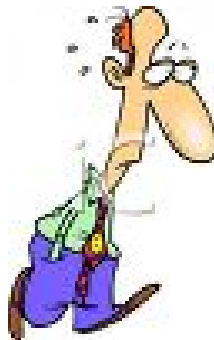
10. Bella has ... hair.

- a. small
- b. big
- c. pointed
- d. long
- e. short



11. Bobby have a ... nose.

- a. small
- b. big
- c. pointed
- d. long
- e. short



12. Edo has ... eyes.

- a. small
- b. big
- c. pointed
- d. long
- e. short



13. I ... blond hair and black eyes.

- a. have
- b. has
- c. is

d. am

e. are

14. Your sister ... blue eyes.

a. have

b. has

c. is

d. am

e. are

15. The boys ... black eyes.

a. have




b. has

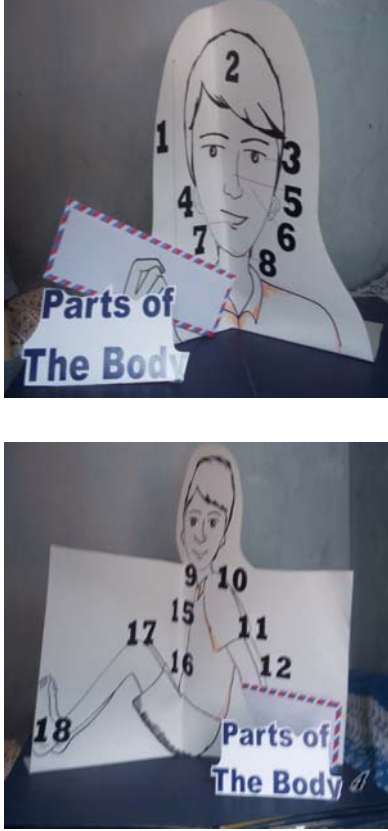

c. is




d. am

e. are


Storyboard of the Pop Up Book for Teaching English Reading to the 3rd Grade Elementary School Students

No	Part	Picture	Note
1.	Cover		The cover contains the theme of the material.
2.	<i>Introduction Page</i>		The <i>Introduction</i> page contains a main picture showing the theme of the material and the guideline to use the Pop Up book. To open or close the envelope, the users only need to open or close the button in the envelope.
3.	<i>Descriptive Text Page</i>		In this page, there is a main picture and the material in the form of a descriptive text. To show the text, the users can open the ribbon binding the rolled paper and then open the paper.

4.	<i>Parts of the Body Pages</i>		<p><i>Parts of the Body</i> pages contain parts of the human body material. The main picture in these pages is a picture of a boy labelled with some numbers. Additionally, the envelopes contain some cards mentioning the name of the body parts based on the numbers labelled in the main picture. To get the cards, the users only need to open the envelopes and take the cards.</p>
5.	<i>Adjective Pages</i>		<p>In these pages, some adjectives related to the parts of the humans' body are introduced. Some kinds of the hair, eyes, nose and ears are presented in these pages. In the <i>Hair</i> page, the main picture is the picture of three girls with different kind of hair. In the <i>Eyes</i> page, there is a picture of a boy's head. To change the eyes of the boy, the users only need to move the paper up and down in the eyes part. In the <i>Nose</i> page, there is a picture of a boy's head. The users only need to twist the paper in the nose part to change the nose.</p>

		 	<p>In the Ears page, there is a picture of a girl's head. The users only need to twist the paper in the ears part to change the ears. Additionally, to show the adjectives in those pages, the users only need to open the folded papers containing the adjectives.</p>
6.	<i>Have or Has Pages</i>		<p><i>Have or Has</i> pages contain the material of the using of <i>Have</i> or <i>Has</i>. The using of the words for any subjects (I, you, we, they, he, and she) is explained in these pages. The main pictures in these pages are completed with the example of the using of the words <i>Have</i> or <i>Has</i>. The users only need to open the folded paper to access the texts.</p>



7.	Exercise Page		<p>In this page, the exercises and the answer key are prepared in two envelopes. To get the exercises, the users only need to open the envelopes and take the exercises.</p>
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Product 1 (Before Revision)



Cover



Introduction Page



Descriptive Text Page



Descriptive Text Example



Parts of the Body Page 1



Parts of the Body Page 2



Hair Page



Eyes, Nose and Ears Page



Have or Has Page 1



Have or Has Page 2

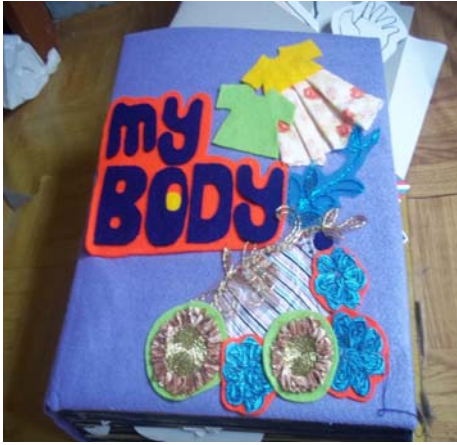


Have or Has Page 3



Have or Has Page 4

Product 2 (After Revision)



Cover



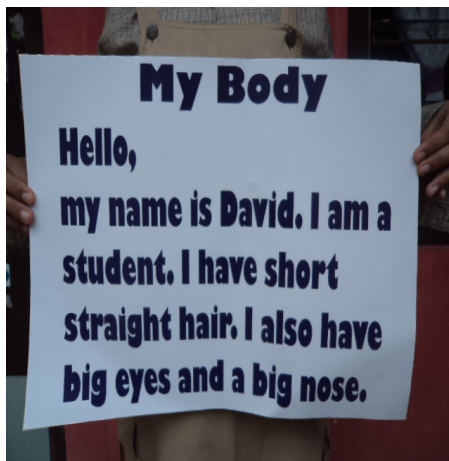
Introduction Page



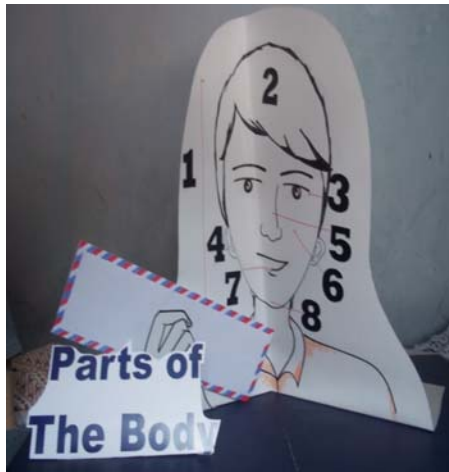
Guideline



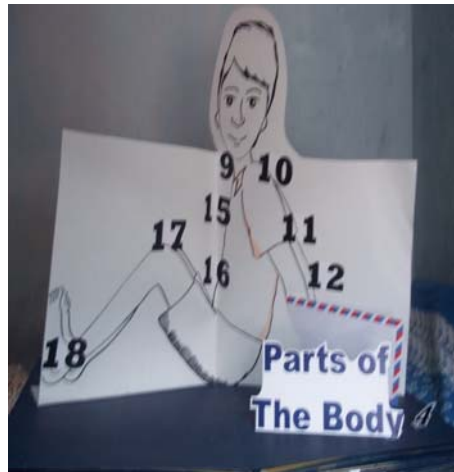
Descriptive Text Page



Descriptive Text Example



Parts of the Body Page 1



Parts of the Body Page 2



Hair Page



Eyes Page



Nose Page



Ears Page



Have or Has Page 1



Have or Has Page 2



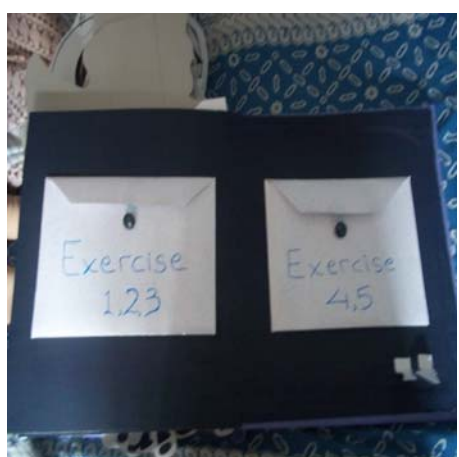
Have or Has Page 3



Have or Has Page 4



Have or Has Page 5



Exercise Page

Interview Guide

(Need Analysis)

Nama Guru :

Kelas :

1. Masalah-masalah apa yang dihadapi oleh para siswa dalam mempelajari keterampilan membaca dalam bahasa Inggris (*reading*)?
2. Bagaimana cara Bapak/Ibu mengetahui berbagai masalah tersebut?
3. Masalah-masalah apa yang Bapak/Ibu hadapi dalam mengajar *reading*?
4. Faktor-faktor apa saja yang menyebabkan timbulnya berbagai permasalahan tersebut?
5. Apa dampak yang disebabkan oleh berbagai permasalahan tersebut?
6. Bagaimana Bapak/Ibu mengatasi berbagai permasalahan tersebut?
7. Apakah setiap permasalahan tersebut selalu berhasil diatasi? Apa alasannya?
8. Apa harapan Bapak/Ibu untuk mengatasi permasalahan yang belum berhasil diatasi?

INTERVIEW TRANSCRIPT

Hari, tanggal : Selasa, 12 Juli 2011

Waktu : Pukul 09.00-09.25

Tempat : SD N Caturtunggal 3

Narasumber : Ibu Dra. Naidah (Guru Mata Pelajaran Bahasa Inggris)

Peneliti : Assalamu'alaikum,,,

Guru : Wa'alaikumussalam,,,sini-sini mbak,,,gimana? Apa yang bisa saya bantu hari ini mbak?

Peneliti : Begini bu,,,seperti yang sudah saya beritahukan kemarin bahwa saya akan melakukan penelitian untuk skripsi saya di sini. Nah,,,skripsi saya itu kan tentang media pembelajaran untuk mengajar reading untuk siswa kelas tiga, maka sebelum nanti penelitian lebih lanjut saya mau nanya-nanya sedikit tentang pembelajaran bahasa Inggris di kelas tiga bu,,,begitu,,,

Guru : Oh iya mbak, silahkan,,,

Peneliti : iya bu,,, selama ini siswa kelas tiga punya kesulitan untuk membaca dalam bahasa Inggris atau tidak bu?

Guru : Oh iya,,, kan mereka sama seperti kita mbak. Kita saja yang sudah belajar banyak tentang bahasa Inggris nggak bisa membaca dalam bahasa Inggris dengan pengucapan yang sama seperti native, apalagi mereka,,,

Peneliti : Kalau untuk pemahaman terhadap bacaan gimana bu?

Guru : Ya,,, kelas tiga memang sudah ada materi membaca itu, tapi ya kan karena di kurikulum juga mereka masih tahap pengenalan makanya belum banyak materinya. Kesulitannya ya mereka belum biasa saja, kan di kelas satu sama kelas dua saya kasihnya ke mereka baru kosakata yang banyak mbak.

Peneliti : Oh ya,,,biasanya gimana si cara ibu untuk tahu masalah belajarnya anak-anak bu?

Guru : Kan itu bisa dilihat sehari-hari mbak, dari mereka mengerjakan soal juga saya bisa tau.

Peneliti : Kalau ibu sendiri, kesulitan apa yang ibu hadapi dalam mengajar reading bu?

Guru : Kesulitan pasti ada mbak, tapi saya bawa enjoy saja. Oh ya,,,sebelum nanti mbak ngajar di kelas, saya mau kasih tahu dulu kondisinya mbak. Maaf ya,,,tapi bukan berarti saya ngajarin mbak lho,,,

Peneliti : Oh ya bu,,,nggak papa,,,saya malah seneng. Itu membantu juga untuk penelitian saya,,,

Guru : Begini mbak,,,mereka kan masih anak-anak, jadi masih suka main, kadang nggak serius dan lain-lain. Makanya, kita gurunya harus pinter-pinter ngajar mereka. Nggak usah menuntut mereka untuk bener banget, mereka nggak suka. Jangan dikerasin juga mbak, mereka nanti lari. Terus harus super sabar menghadapi mereka mbak, jangan bosen juga kasih semangat ke mereka. Saya juga sering ikut pelatihan untuk banyak belajar tentang pengajaran untuk anak-anak mbak biar ngajarnya bisa lebih baik lagi, gitu mbak,,,

Peneliti : Wah,,,saya belajar banyak dari ibu nih, hehehe. Oh iya bu, jadi tadi masalahnya tentang sikap kanak-kanak mereka yang kadang tidak fokus saat belajar ya bu? Jadi perlu kesabaran lebih untuk ngajar mereka begitu ya bu?

Guru : Iya,,,

Peneliti : Kalau semangat belajar mereka bagaimana bu?

Guru : Wah,,, mereka semangat banget mbak. Mbak bisa lihat sendiri nanti atau mbak boleh juga nanya sendiri ke mereka, mereka suka pelajaran Bahasa Inggris atau nggak.

Peneliti : Wah,,,senang ya bu kalau lihat anak-anak semangat belajar,,,kalau untuk media pembelajarannya sendiri bagaimana bu? Ibu biasanya memakai media apa?

Guru : Kalau ngajar kosakata saya suka pakai poster mbak, itu di kelas juga ada, nama-nama sayur dan buah. Kadang juga pakai mainan untuk ngajar kosakata hewan. Kata yang ngisi pelatihan yang pernah saya ikuti di daerah Jalan Solo dulu, anak-anak itu lebih bisa menyerap apa yang mereka lihat daripada apa yang mereka dengar, jadi saya pakai media itu mbak,,

Peneliti : Oh iya bu, itu benar sekali, ada penelitian juga yang hasilnya menunjukkan seperti itu,,

Guru : Ya makanya saya pakai media itu mbak. Saya juga kadang pakai kaset untuk ngajarin mereka nyanyi.

Peneliti : Wah,,banyak ya bu medianya,,kalau multimedia gimana bu? Ibu suka pakai atau tidak?

Guru : Wah, belum mbak, alatnya juga nggak ada.

Peneliti : Jadi, karena kondisinya seperti itu media yang tepat digunakan di sini ya media visual seperti yang selama ini ibu pakai ya bu?

Guru : Iya mbak,,

Peneliti : Kira-kira media yang menarik untuk mereka itu yang seperti apa ya bu?

Guru : Ya,,yang bisa dipegang, atau dilihat seperti media yang saya sebutkan tadi itu, jadi anak-anak bisa merekam dengan baik mbak,,

Peneliti : Yang menarik juga tentunya ya bu?

Guru : Ya iya mbak, biar mereka semangat belajarnya. Harus sesuai juga sama mereka. Jangan lupa lho kalau mereka itu anak-anak yang dunianya ya main.

Peneliti : Oh iya bu,,mungkin untuk hari ini cukup bu,,

Guru : Sudah mbak?

Peneliti : Iya bu, terimakasih sekali untuk waktunya, maaf sudah mengganggu bu,,

Guru : Iya, sama-sama mbak,,nggak ganggu kok.

Peneliti : Saya pamit dulu bu, mau ke kampus juga, sekali lagi terimakasih,,

Guru : Oh iya mbak,,,hati-hati.

Peneliti : Assalamu'alaikum,,,

Guru : Wa'alaikumussalam,,,

Lembar Observasi

(Need Analysis)

No	Aspek yang diamati	Deskripsi Hasil Pengamatan
A	Perangkat Pembelajaran	
	1. Kurikulum tingkat satuan pembelajaran(KTSP)	
	2. Silabus	
	3. Rencana pelaksanaan pembelajaran(RPP)	
B	Proses pembelajaran	
	1. Membuka pelajaran	
	2. Penyajian materi	
	3. Metode pembelajaran	
	4. Penggunaan bahasa	
	5. Penggunaan waktu	
	6. Gerak	
	7. Cara memotivasi siswa	
	8. Teknik bertanya	
	9. Teknik penguasaan kelas	
	10.Penggunaan media	

	11.Bentuk dan cara evaluasi	
	12.Menutup pelajaran	
C	Perilaku siswa	
	1. Perilaku siswa di dalam kelas	
	2. Perilaku siswa di luar kelas	

Yogyakarta, 14 Juli 2011

Guru Pembimbing

Pengamat

Drs. Naidah

Khafidhoh
NIM. 07202241025

Instrument for Media Assessment by the Content Expert

Nama :

Institusi :

Petunjuk Pengisian :

1. Tulislah nama dan institusi dimana anda bekerja terlebih dahulu.
2. Berilah tanda centang (√) pada kolom yang menunjukkan penilaian anda terhadap media pembelajaran yang dikembangkan oleh peneliti untuk pembelajaran English Reading untuk siswa kelas 3 SD.

(1= sangat kurang (*very poor*), 2= kurang (*poor*), 3= cukup (*fairly*), 4= baik (*good*), 5= sangat baik (*very good*))

3. Selamat mengisi lembar penilaian ini dan terimakasih.

Put a tick (√) in the appropriate box.

1. Material Aspects (Aspek Materi)

No	Statements	1	2	3	4	5
1.	Materi yang diajarkan lengkap. The materials are complete.					
2.	Materi yang diajarkan jelas. The materials are clear.					
3.	Bahasa yang digunakan jelas. The language is clear.					
4.	Gambar yang digunakan untuk menjelaskan konsep jelas. The pictures explaining the concepts are clear.					
5.	Petunjuk yang digunakan jelas.					

	The instructions are clear.					
6.	Contoh yang digunakan untuk menjelaskan konsep jelas. The examples used to explain the concepts are clear.					
7.	Soal-soal latihan jelas. The exercises are clear.					
8.	Materi dan soal seimbang. The materials and the test items are balance.					
Nilai Total/ Total Score						
Nilai Rata-rata/ Mean (X)						

2. Instructional Aspects (Aspek Pembelajaran)

No	Statements	1	2	3	4	5
1.	Pembelajaran sesuai dengan Standar Kompetensi. The instruction is relevant to the Competency Standard.					
2.	Pembelajaran sesuai dengan Kompetensi Dasar. The instruction is relevant to the Basic Competency.					
3.	Indikator sesuai dengan Kompetensi Dasar. The indicators are appropriate to the Basic Competency.					
4.	Sasaran pembelajaran jelas. The target audiences of the instruction are clear.					
5.	Materi yang diajarkan lengkap. The materials taught are complete.					
6.	Materi yang diajarkan jelas. The materials taught are clear.					

7.	Materi diajarkan dengan runtut. The materials are taught in good order.					
8.	Petunjuk yang digunakan jelas. The instructions used are clear.					
9.	Latihan soal dan materi yang diberikan seimbang. The exercises and the materials are balance.					
10.	Soal yang diberikan sesuai dengan Standar Kompetensi. The test items are appropriate to the Standard Competency.					
11.	Soal sesuai dengan Kompetensi Dasar. The test items are appropriate to the Basic Competency.					
12.	Soal sesuai dengan indikator. The test items are appropriate to the indicators.					
13.	Media yang digunakan menarik. The media used are attractive.					
Nilai Total/ Total Score						
Nilai Rata-rata/ Mean (X)						

Comments and Suggestions for Revision

No.	Revision Target	Description	Suggestion
1.			
2.			
3.			

4.			
5.			

Conclusion:

This media is considered to be*)

1. Feasible to apply without revision
2. Feasible to apply with suggested revision
3. Less feasible to apply

*) Circle one of the statements.

Instrument for Media Assessment by the Media Expert

Nama :

Institusi :

Petunjuk Pengisian :

1. Tulislah nama dan institusi dimana anda bekerja terlebih dahulu.
2. Berilah tanda centang (✓) pada kolom yang menunjukkan penilaian anda terhadap media pembelajaran yang dikembangkan oleh peneliti untuk pembelajaran English Reading untuk siswa kelas 3 SD.

(1= sangat kurang (*very poor*), 2= kurang (*poor*), 3= cukup (*fairly*), 4= baik (*good*), 5= sangat baik (*very good*))

3. Selamat mengisi lembar penilaian ini dan terimakasih.

Put a tick (✓) in the appropriate box.

1. Face Aspect (Aspek Tampilan)

No	Statements	1	2	3	4	5
1.	Komposisi warna ilustrasi sesuai. The composition of the illustration colour is appropriate.					
2.	Komposisi warna teks sesuai. The composition of the text colour is appropriate.					
3.	Pemilihan jenis dan ukuran huruf sesuai. The choices of font types and sizes are appropriate.					
4.	Pemilihan gambar sesuai. The choices of the pictures are appropriate.					
5.	Kualitas gambar baik.					

	The quality of the pictures is good.					
Nilai Total/ Total Score						
Nilai Rata-rata/ Mean (X)						

2. Development Aspect (Aspek Pengembangan)

No	Statements	1	2	3	4	5
1.	Siswa mudah berinteraksi dengan media pembelajaran. The students are easy to interact with the instructional media.					
2.	Bagian yang dapat diubah-ubah bekerja dengan baik. The movable elements work well.					
3.	Pemilihan gambar tepat. The choices of the pictures are appropriate.					
4.	Pengaturan gambar sesuai. The arrangement of the pictures is good.					
5.	Pembagian materi baik. Splitting of the materials is good.					
6.	Teks yang digunakan efektif dan efisien. The texts used are effective and efficient.					
Nilai Total/ Total Score						
Nilai Rata-rata/ Mean (X)						

Comments and Suggestions for Revision

No.	Revision	Description	Suggestion
-----	----------	-------------	------------

	Target		
1.			
2.			
3.			
4.			
5.			

Conclusion:

This media is considered to be*)

1. Feasible to apply without revision
2. Feasible to apply with suggested revision
3. Less feasible to apply

*) Circle one of the statements.

Instrument for Media Assessment by the Pop Up Expert

Nama :

Institusi :

Petunjuk Pengisian :

1. Tulislah nama dan institusi dimana anda bekerja terlebih dahulu.
2. Berilah tanda centang (✓) pada kolom yang menunjukkan penilaian anda terhadap media pembelajaran yang dikembangkan oleh peneliti untuk pembelajaran English Reading untuk siswa kelas 3 SD.

(1= sangat kurang (*very poor*), 2= kurang (*poor*), 3= cukup (*fairly*), 4= baik (*good*), 5= sangat baik (*very good*))

3. Selamat mengisi lembar penilaian ini dan terimakasih.

Put a tick (✓) in the appropriate box.

1. Face Aspect (Aspek Tampilan)

No	Statements	1	2	3	4	5
1.	Komposisi warna ilustrasi sesuai. The composition of the illustration colours is appropriate.					
2.	Komposisi warna teks sesuai. The composition of the texts colours is appropriate.					
3.	Pemilihan jenis dan ukuran huruf sesuai. The choices of font types and sizes are appropriate.					
4.	Pemilihan gambar sesuai. The choices of the pictures are appropriate.					
5.	Kualitas gambar baik.					

	The quality of the pictures is good.					
Nilai Total/ Total Score						
Nilai Rata-rata/ Mean (X)						

2. Development Aspect (Aspek Pengembangan)

No	Statements	1	2	3	4	5
1.	Bagian yang dapat diubah-ubah bekerja dengan baik The movable elements work well.					
2.	Pemilihan gambar tepat. The choices of the pictures are appropriate.					
3.	Pengaturan gambar sesuai. The control of the pictures is good.					
4.	Pembagian teks baik. Splitting of the texts is good.					
5.	Teks yang digunakan efektif dan efisien. The texts used are effective and efficient.					
Nilai Total/ Total Score						
Nilai Rata-rata/ Mean (X)						

Comments and Suggestions for Revision

No.	Revision Target	Description	Suggestion
1.			
2.			
3.			

4.			
5.			

Conclusion:

This media is considered to be*)

1. Feasible to apply without revision
2. Feasible to apply with suggested revision
3. Less feasible to apply

*) Circle one of the statements.

Instrument for Media Assessment by the English Teacher

Nama :

Institusi :

Petunjuk Pengisian :

1. Tulislah nama dan institusi dimana anda bekerja terlebih dahulu.
2. Berilah tanda centang (√) pada kolom yang menunjukkan penilaian anda terhadap media pembelajaran yang dikembangkan oleh peneliti untuk pembelajaran English Reading untuk siswa kelas 3 SD.

(1= sangat kurang (*very poor*), 2= kurang (*poor*), 3= cukup (*fairly*), 4= baik (*good*), 5= sangat baik (*very good*))

3. Selamat mengisi lembar penilaian ini dan terimakasih.

Put a tick (√) in the appropriate box.

1. Material Aspects (Aspek Materi)

No	Statements	1	2	3	4	5
1.	Materi yang diajarkan lengkap. The materials taught are complete.					
2.	Materi yang diajarkan jelas. The materials taught are clear.					
3.	Bahasa yang digunakan jelas. The language used is clear.					
4.	Gambar yang digunakan untuk menjelaskan konsep jelas. The pictures explaining the concepts are clear.					
5.	Petunjuk yang digunakan jelas.					

	The instructions used are clear.					
6.	Contoh yang digunakan untuk menjelaskan konsep jelas. The examples used to explain the concepts are clear.					
7.	Soal-soal latihan jelas. The exercises are clear.					
8.	Materi dan soal seimbang. The materials and the test items are balance.					
Nilai Total/ Total Score						
Nilai Rata-rata/ Mean (X)						

2. Instructional Aspects (Aspek Pembelajaran)

No	Statements	1	2	3	4	5
1.	Pembelajaran sesuai dengan Standar Kompetensi. The instruction is relevant to the Competency Standard.					
2.	Pembelajaran sesuai dengan Kompetensi Dasar. The instruction is relevant to the Basic Competency.					
3.	Indikator sesuai dengan Kompetensi Dasar. The indicators are appropriate to the Basic Competency.					
4.	Sasaran pembelajaran jelas. The target audiences of the instruction are clear.					
5.	Materi yang diajarkan lengkap. The materials taught are complete.					
6.	Materi yang diajarkan jelas. The materials taught are clear.					

7.	Materi diajarkan dengan runtut. The materials are taught in good order.					
8.	Petunjuk yang digunakan jelas. The instructions used are clear.					
9.	Latihan soal dan materi yang diberikan seimbang. The exercises and the materials are balance.					
10.	Materi yang diberikan dan soal tes seimbang. The materials taught and the test items are balance.					
11.	Soal sesuai dengan Kompetensi Dasar. The test items are appropriate to the Basic Competency.					
12.	Soal sesuai dengan indikator. The test items are appropriate to the indicators.					
13.	Media yang digunakan menarik. The media used are attractive.					
14.	Media mudah digunakan. The media are easy to use					
Nilai Total/ Total Score						
Nilai Rata-rata/ Mean (X)						

Comments and Suggestions for Revision

No.	Revision Target	Description	Suggestion
1.			
2.			

3.			
4.			
5.			

Conclusion:

This media is considered to be*)

1. Feasible to apply without revision
2. Feasible to apply with suggested revision
3. Less feasible to apply

*) Circle one of the statements.

Kuesioner untuk Siswa

Nama Siswa :

Kelas :

Petunjuk Pengisian :

1. Tulislah nama dan kelas terlebih dahulu.
2. Pahami setiap butir pernyataan dengan teliti.
3. Berilah tanda centang (✓) pada kolom yang menunjukkan penilaian adik tentang media pembelajaran yang dikembangkan.

(1= sangat kurang (*very poor*), 2= kurang (*poor*), 3= cukup (*fairly*), 4= baik (*good*), 5= sangat baik (*very good*))
4. Selamat mengisi lembar penilaian ini dan terimakasih.

Berilah tanda centang (✓) pada kotak yang sesuai.

1. Materi

No	Pernyataan	1	2	3	4	5
1.	Materi yang diajarkan jelas.					
2.	Materi mudah untuk dipelajari.					
3.	Bahasa yang digunakan jelas.					
4.	Tulisan yang digunakan jelas.					
5.	Soal yang diberikan jelas.					
Nilai Total						
Nilai Rata-rata						

2. Pembelajaran

No	Pernyataan	1	2	3	4	5
1.	Materi yang diajarkan jelas.					
2.	Materi yang diajarkan runtut.					
3.	Materi diajarkan dengan menarik.					
4.	Contoh yang diberikan jelas.					
5.	Petunjuk yang diberikan jelas.					
6.	Pembelajaran mudah untuk diikuti.					
7.	Motivasi belajar meningkat karena penggunaan media pembelajaran.					
Nilai Total						
Nilai Rata-rata						

3. Media

No	Pernyataan	1	2	3	4	5
1.	Gambar yang digunakan jelas.					
2.	Tulisan dalam media pembelajaran dapat dibaca.					
3.	Komposisi warna yang digunakan sesuai dan menarik.					
4.	Media yang digunakan menarik dan mudah dipahami.					
Nilai Total						
Nilai Rata-rata						

Content Expert Evaluation

Expected score for each item=5

a) Material Aspect

Item	Score	Percentage (%)
1	5	100
2	4	80
3	4	80
4	4	80
5	4	80
6	4	80
7	4	80
8	4	80
Total		660
Average		82.5

b) Instructional Aspect

Item	Score	Percentage (%)
1	4	80
2	4	80
3	4	80
4	4	80
5	4	80
6	4	80
7	4	80
8	4	80
9	4	80
10	4	80
11	4	80
12	4	80
13	5	100
Total		1060
Average		81.5385=81.54

c) Total Score

Total	164.04%
Average	82.02%

Media Expert Evaluation

Expected score for each item=5

a) Face Aspect

Item	Score	Percentage (%)
1	4	80
2	5	100
3	4	80
4	5	100
5	4	80
Total		440
Average		88

b) Development Aspect

Item	Score	Percentage (%)
1	5	100
2	4	80
3	5	100
4	5	100
5	5	100
6	4	80
Total		560
Average		93.3333=93.33

c) Total Score

Total	181.33%
Average	90.665%=90.66%

Pop Up Expert Evaluation

Expected score for each item=5

a) Face Aspect

Item	Score	Percentage (%)
1	3	60
2	5	100
3	4	80
4	5	100
5	4	80
Total		420
Average		84

b) Development Aspect

Item	Score	Percentage (%)
1	5	100
2	4	80
3	4	80
4	5	100
5	4	80
Total		440
Average		88

c) Total Score

Total	172%
Average	86%

English Teacher Evaluation

Expected score for each item=5

a) Material Aspect

Item	Score	Percentage (%)
1	5	100
2	4	80
3	5	100
4	3	60
5	5	100
6	5	100
7	5	100
8	5	100
Total		740
Average		92.5

b) Instructional Aspect

Item	Score	Percentage (%)
1	5	100
2	5	100
3	4	80
4	5	100
5	5	100
6	5	100
7	5	100
8	4	80
9	5	100
10	5	100
11	5	100
12	5	100
13	4	80
14	4	80
Total		1320
Average		94.2857= 94.29

c) Total Score

Total	186.79%
Average	93.395%=93.40%



KEMENTERIAN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 Telp. (0274) 550843, 548207
Fax. (0274) 548207
[http:// www.fbs.uny.ac.id//](http://www.fbs.uny.ac.id//)

Yogyakarta, 13 Juli 2011

Nomor : 917 / H. 3912 / PBI / V II / 2011
Lampiran :-
Hal : Permohonan Ahli Materi

Kepada Yth.

Ibu Lusi Nurhayati, S. Pd. M. Appl Ling
Dosen Prodi Pendidikan Bahasa Inggris

Dengan hormat,

Diberitahukan bahwa mahasiswa di bawah ini bermaksud untuk mengadakan penelitian guna memperoleh data untuk penyusunan skripsi yang berjudul "Developing Pop Up Media for Teaching English Reading to the 3rd Grade Elementary School Students".

Mahasiswa yang dimaksud adalah

Nama : Khafidhoh

NIM : 07202241025

Jurusan/ Prodi : Pendidikan Bahasa Inggris

Universitas : Universitas Negeri Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon ijin dan bantuan seperlunya. Atas ijin dan kerjasamanya, kami mengucapkan terima kasih.

Ketua Jurusan

Prodi Pendidikan Bahasa Inggris
Fakultas Bahasa dan Seni UNY

Samsul Maarif, M. A.

NIP. 19530423 197903 1 004



KEMENTERIAN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 Telp. (0274) 550843, 548207
Fax. (0274) 548207
[http:// www.fbs.uny.ac.id//](http://www.fbs.uny.ac.id//)

Yogyakarta, 13 Juli 2011

or : 916 / H. 3412 / PBI / VII / 2011

iran : -

: Permohonan Ahli Media

da Yth.

esi Indriasari, S. Pd.

KB dan TK Traju Mas

an hormat,

itahukan bahwa mahasiswa dari jurusan kami bermaksud untuk mengadakan penelitian guna memperoleh
untuk penyusunan skripsi yang berjudul "Developing Pop Up Media for Teaching English Reading to the
ade Elementary School Students".

iswa yang dimaksud adalah

: Khafidhoh

: 07202241025

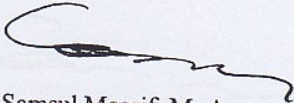
n/ Prodi : Pendidikan Bahasa Inggris

sitas : Universitas Negeri Yogyakarta

dapat terlaksananya maksud tersebut, kami mohon ijin dan bantuan seperlunya. Atas ijin dan
manya, kami mengucapkan terima kasih.

Ketua Jurusan

- Prodi Pendidikan Bahasa Inggris
Fakultas Bahasa dan Seni UNY


Samsul Maarif, M. A.

NIP. 19530423 197903 1 004



KEMENTERIAN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 Telp. (0274) 550843, 548207
Fax. (0274) 548207
<http://www.fbs.uny.ac.id//>

Yogyakarta, 13 Juli 2011

Nomor : 918/H. 3412 / PBI / VII / 2011
Lampiran : -
Hal : Permohonan Ahli Pop Up

Kepada Yth.

Bapak Aran Handoko, S. Sn, M.Sn.

Dosen Pendidikan Seni Rupa

Dengan hormat,

Diberitahukan bahwa mahasiswa dari jurusan kami bermaksud untuk mengadakan penelitian guna memperoleh data untuk penyusunan skripsi yang berjudul "Developing Pop Up Media for Teaching English Reading to the 3rd Grade Elementary School Students".

Mahasiswa yang dimaksud adalah

Nama : Khafidhoh

NIM : 07202241025

Jurusan/ Prodi : Pendidikan Bahasa Inggris

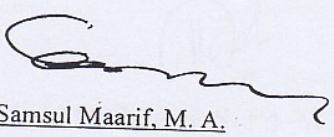
Universitas : Universitas Negeri Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon ijin dan bantuan seperlunya. Atas ijin dan kerjasamanya, kami mengucapkan terima kasih.

Ketua Jurusan

Prodi Pendidikan Bahasa Inggris

Fakultas Bahasa dan Seni UNY


Samsul Maarif, M. A.

NIP. 19530423 197903 1 004

SURAT KETERANGAN

Yang bertanda tangan di bawah ini

Nama : Lusi Nurhayati, S. Pd. M. Appl Ling

NIP : 19790205 200312 2 001

Instansi : Fakultas Bahasa dan Seni UNY

Keahlian : Penyusunan materi pembelajaran bahasa Inggris untuk SD

dengan ini menerangkan bahwa mahasiswa di bawah ini

Nama : Khafidhoh

NIM : 07202241025

Jurusan/Prodi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

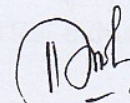
Universitas : Universitas Negeri Yogyakarta

telah melakukan *review* produk berupa media pembelajaran sebagai hasil penyusunan skripsi yang berjudul “ Developing Pop Up Media for Teaching English Reading to the 3rd Grade Elementary School Students” dan menyatakan bahwa media pembelajaran tersebut siap untuk diujicobakan.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 22 Juli 2011

Ahli Materi



Lusi Nurhayati, S. Pd. M. Appl Ling

NIP. 19790205 200312 2 001

SURAT KETERANGAN

Yang bertanda tangan di bawah ini

Nama : Desi Indriasari, S. Pd.

Instansi : KB dan TK Traju Mas

Keahlian : Pembuatan media pembelajaran

dengan ini menerangkan bahwa mahasiswa di bawah ini

Nama : Khafidhoh

NIM : 07202241025

Jurusan/Prodi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

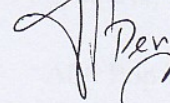
Universitas : Universitas Negeri Yogyakarta

telah melakukan *review* produk berupa media pembelajaran sebagai hasil penyusunan skripsi yang berjudul “ Developing Pop Up Media for Teaching English Reading to the 3rd Grade Elementary School Students” dan menyatakan bahwa media pembelajaran tersebut siap untuk diujicobakan.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 23 Juli 2011

Ahli Media



Desi Indriasari, S. Pd.

SURAT KETERANGAN

Yang bertanda tangan di bawah ini

Nama : Aran Handoko, S. Sn., M. Sn.

NIP : 19780202 200604 100202

Instansi : Fakultas Bahasa dan Seni UNY

Keahlian : Pembuatan *paper craft*

dengan ini menerangkan bahwa mahasiswa di bawah ini

Nama : Khafidhoh

NIM : 07202241025

Jurusan/Prodi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Universitas : Universitas Negeri Yogyakarta

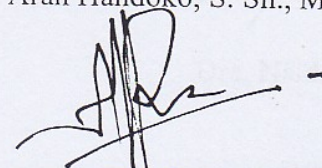
telah melakukan *review* produk berupa media pembelajaran sebagai hasil penyusunan skripsi yang berjudul “ Developing Pop Up Media for Teaching English Reading to the 3rd Grade Elementary School Students” dan menyatakan bahwa media pembelajaran tersebut siap untuk diujicobakan.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 22 Juli 2011

Ahli Pop Up

Aran Handoko, S. Sn., M. Sn.



NIP. 19780202 200604 100202

SURAT KETERANGAN

Yang bertanda tangan di bawah ini

Nama : Dra. Naidah

Instansi : SD N Caturtunggal 3

Keahlian : Mengajar Bahasa Inggris di SD

dengan ini menerangkan bahwa mahasiswa di bawah ini

Nama : Khafidhoh

NIM : 07202241025

Jurusan/Prodi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

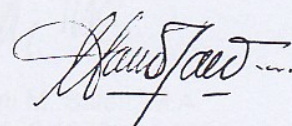
Universitas : Universitas Negeri Yogyakarta

telah melakukan *review* produk berupa media pembelajaran sebagai hasil penyusunan skripsi yang berjudul “ Developing Pop Up Media for Teaching English Reading to the 3rd Grade Elementary School Students” dan menyatakan bahwa media pembelajaran tersebut siap untuk diujicobakan.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 26 Juli 2011

Guru Pembimbing



Dra. Naidah



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01

10 Jan 2011

30 Mei 2011

Nomor : 1271/H.34.12/PPV/2011
Lampiran : --
Hal : Permohonan Izin ~~Survey/Observasi/~~Penelitian*)

Kepada Yth.

Bupati KDH Tk. II Kabupaten Sleman
c.q. Ka. Bappeda Kabupaten Sleman
di Sleman

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan ~~survey/observasi/~~penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS)~~Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS)~~, dengan judul :


Developing Pop Up Media for Teaching Reading for The 3rd Grade Elementary School Studnts

Mahasiswa dimaksud adalah :

Nama : KHAFIDHOH
NIM : 07202241025
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Tanggal Pelaksanaan : Bulan Juli s.d. Agustus 2011

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Drs. Suhaini M. Saleh, M.A.
NIP. 19540120 197903 1 002



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN PEMUDA DAN OLAAHRAGA
SEKOLAH DASAR NEGERI CATURTUNGGAL 3
Alamat : Jl. Kaliurang Km. 4,5 Kocoran Caturtunggal Depok Pos 55281 Phone (0274) 553861

SURAT KETERANGAN

Nomor : 90/ SK/SD CT 3/XI/2011


ng bertanda tangan dibawah ini :

Nama : Karti Andayani, S.Pd. SD
NIP : 19650108 198506 2 002
Jabatan : Kepala Sekolah SD Caturtunggal 3
Alamat : Jalan Kaliurang Km 4,5, Kocoran Caturtunggal Depok.

nerangkan bahwa :

Nama : Khafidhoh
NIM : 07202241025
Fakultas : FBS UNY

hasiswa tersebut di atas telah melakukan penelitian skripsi di SD N Caturtunggal 3 pada bulan Juli
un 2011. Demikian keterangan ini agar dapat digunakan sebagai persyaratan menempuh ujian
ipsi.

Caturtunggal , 29 November 2011
Kepala Sekolah

Karti Andayani, S.Pd.SD
NIP. 196501081985062002



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Alamat : Jl. Parasamya No. 1 Beran, Tridadi, Sleman 55511
Telp. & Fax. (0274) 868800 e-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 1595 / 2011

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

- : Keputusan Bupati Sleman Nomor: 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan dan Penelitian.
- Surat dari an. Dekan, Pembantu Dekan I Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta Nomor: 1271/H.34.12/PP/2011 Tanggal: 30 Mei 2011 Hal: Permohonan Ijin Penelitian

MENGIZINKAN :

:
: **KHAFIDHOH**
: 07202241025
: S1
: UNY.
: Karangmalang, Depok, Sleman, Yogyakarta
: Karangmalang Blok A 14 B, Depok, Sleman
: 0856 4308 3280
: Mengadakan penelitian dengan judul:
: "DEVELOPING POP UP MEDIA FOR TEACHING FOR THE 3RD
: GRADE ELEMENTARY SCHOOL STUDENTS"
: Kab. Sleman
: Selama 3 (tiga) bulan mulai tanggal : 06 Juni 2011 s.d
: 06 September 2011

an ketentuan sebagai berikut :

- ajib melapor diri kepada pejabat pemerintah setempat (Camat/ Lurah Desa) atau kepala instansi untuk mendapat
anjuk seperlunya.
- ajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
- ajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui
epala Bappeda
- in tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
- in ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

ian izin ini dikeluarkan untuk digunakan sebagaimana mestinya. diharapkan pejabat pemerintah/ non pemerintah
pat memberikan bantuan seperlunya.

in selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah
urnya penelitian.

Dikeluarkan di : Sleman
Pada Tanggal : 06 Juni 2011.

usan Kepada Yth :

Bupati Sleman (sebagai laporan)
Ka. Badan Kesbanglinmas & PB Kab. Sleman
Ka. Dinas Pendidikan, Pemuda & OR Kab. Sleman
Ka. Bid. Sosbud Bappeda Kab. Sleman
Camat Kec. Depok
Ka. Desa Caturtunggal
Ka. SD N Caturtunggal 3
Dekan Fak. Bahasa dan Seni - UNY.
Pertinggal

A.n. Kepala BAPPEDA Kab. Sleman
Ka. Bidang Pengendalian & Evaluasi
u.b. Ka. Sub Bid. Litbang

Sri Nurhidayah, S.Si, MT
NIP. 19670703 199603 2 002